

Grand Valley State University

Inclusion Implementation Plan 2008-2011 Moving Beyond . . .

Any number of phrases or action items could satisfactorily complete this thought. Every college and vice president/provost division must take on the challenge of defining its own vision for how to “move beyond” the status quo when it comes to embedding inclusion and equity into the daily operations of their respective areas.

INTRODUCTION

This Inclusion Implementation Plan (IIP) is the natural next step in Grand Valley’s journey toward creating the most inclusive campus possible. It has been part of the strategic vision ever since the university came together to create the Vice President for Inclusion and Equity position. What follows is a discussion of guiding principles, a timeline for completion of the plan, and suggested goals/strategies for IIPs authored by individual colleges and vice president/provost divisions. A wide array of action items are presented for consideration. Colleges and divisions have the flexibility to select their areas of focus and to design objectives/measures for each goal. While each individual division’s approach to implementing inclusion may be unique, incorporation of the following principles into each IIP will serve to align our work as an institution.

A successful diversity model, developed by the University of Maryland, College Park, focuses on five major principles:

- 1) accountability
- 2) inclusiveness
- 3) shared responsibility
- 4) evaluation
- 5) institutionalization

Accountability highlights the need for responsible monitoring of the development and implementation of program initiatives. The model emphasizes that clear goals and specific managers and reporting structures must be in place. *Inclusiveness* signifies that a diverse representation of faculty, staff, and students will be included on committees, in the curriculum, and in programs. *Shared responsibility* means that all campus community members, individually and as institutional units, have a responsibility to create a welcoming environment. *Evaluation* mechanisms are essential to assess for changing needs and program modifications. *Institutionalization* is necessary to ensure that diversity initiatives become a permanent part of the university structure. Specific accountability and implementation plans are needed at all levels of the university. While these procedures add somewhat to the level of bureaucracy, they keep the focus on diversity as an institutional priority. Any college or university can use these principles to develop diversity plans based on their own culture assessments and institutional

priorities. Consequently, the results of the application of these principles will vary by institution. Other key lessons learned from the Maryland experience assert that systemic changes may take at least five years; every institution does possess the skills necessary to effect change; critics provide insight for achieving success; and both internal and external resources may be utilized to achieve diversity goals (*Diversity Blueprint*, 1998).

Focusing on access is an important function that keeps institutions of higher education legally compliant with external standards. Moving beyond access to a focus on achieving inclusion enables colleges and universities to build organizational integrity. From an ethics perspective, lawyers drive a compliance-oriented environment with primary attention paid to enforcement, investigations, auditing, and penalties. Alternatively, managers, executives, and lawyers with constituent self-governance guide an integrity strategy based on aspirations, values, chosen standards, and laws (Paine, 1997.) The latter more comprehensive approach is the preferred choice here at Grand Valley State University.

Another key concept: Inclusive Excellence

Inclusive excellence is the goal we are seeking to achieve. It's a way for us to build institutional capacity and to remain true to our liberal education roots. We can't simply talk about inclusion; there has to be movement toward it. There are four key components to this concept that we can utilize to determine what inclusive excellence means to us here at Grand Valley:

- A focus on student intellectual and social development
- A purposeful development and utilization of organizational resources to enhance student learning
- Attention to the cultural differences learners bring to the educational experience and that enhance the enterprise
- A welcoming community that engages all of its diversity in the service of students and organizational learning

(Williams, Berger and McClendon, 2005)

We have already made significant progress towards our goal of inclusive excellence this year. Grand Valley has added gender identity and expression to its equal opportunity policy. Medical coverage has been expanded to include household benefits. We are especially pleased to be the recipients of the 2008 Catalyst Award given by the Triangle Foundation. This award comes in recognition of the significant progress Grand Valley has made toward becoming more inclusive for the LGBT community. An Assistant Vice President for Affirmative Action and a Director of Intercultural Training have been hired. (At Grand Valley our definition of intercultural is not limited to race and ethnicity. It includes other aspects of culture such as ableism, classism, LGBT issues, religious differences, etc.) Retention rates for students of color are increasing.

While we celebrate these accomplishments, there is still much work to be done. This is evidenced by the substantial drop in freshmen minority enrollment for fall 2008. Proposition 2 continues to present major challenges to inclusion for colleges and universities across the state of Michigan. In addition, we need to complete the implementation of recommendations identified by the Diversity Assessment Committee. As our North Central accreditation site visitors reminded us in October 2008, we must remain ever vigilant in moving our strategic inclusion initiatives forward.

Below are some of the tools we will need to begin working our plan of action:

Vision	Inclusive Excellence, Guiding Principles
Guide for Change	Timeline
Support	Division of Inclusion and Equity, Listed Resources

Please note that there may be too many items to accomplish during this first three-year Inclusion Implementation Plan cycle. Feel free to set priorities for this and future planning cycles.

Together, we are MOVING BEYOND...

The following two documents provide further context for our plan:

**GRAND VALLEY STATE UNIVERSITY
STRATEGIC POSITIONING: STRATEGIC PLAN 2008-2010**

Value Statement

Diversity and Community

A range of thoughtful perspectives is necessary for open inquiry, liberal education, and a healthy community. Recognizing this, we seek and welcome a diverse group of students, faculty, and staff. We value a multiplicity of opinions and backgrounds and seek ways to incorporate the voices and experiences of all into our university. We value our local community and embrace the participation of individuals and groups from Michigan, the nation, and the world. We also encourage participation in educational opportunities abroad. In order to foster a healthy and diverse environment, we will act with integrity, communicate respectfully, and accept responsibility for our words and actions.

Goal Four

Promote inclusion, equity and intercultural learning in all aspects of university life.

Strategy

Create a comprehensive, systemic, and measurable framework for curricular and co-curricular educational excellence that incorporates diversity at its core.

Objectives:

- To develop a common understanding of the definition and the importance of diversity
- To provide access by enrolling, supporting, retaining, and graduating all students, including economically disadvantaged students, first generation students, students of color, international students, and any other underrepresented population and by recruiting and retaining diverse faculty and staff who foster an intellectual, supportive, and nurturing environment for educational excellence
- To create and provide interculturally inclusive content in the courses, programs, and experiences across all academic offerings and in the social dimensions of the campus environment
- To develop an inclusive community that promotes intercultural learning that engages all of its diversity in the service of student growth and organizational development
- To undertake initiatives in intentional ways that enhance intercultural competence, cognitive complexity and the ability to work in and bring leadership to diverse groups

Strategy

Build collaborations with West Michigan that promote inclusion, equity and the integration of diversity.

Strategic Imperatives

There are five imperatives embedded in the goals of the strategic plan that will be the subjects of additional attention and priority: enrollment management, facilities master planning, human resources planning, inclusion and equity, and broadening the base for financial support. These areas of focus serve the university goals of providing quality education, creating a vibrant campus culture, and effective financial resource allocation directly. They also indirectly serve the other five goals as well as reinforce the university's commitment to accountability.

**HIGHER LEARNING COMMISSION OF
NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS
STATEMENT ON DIVERSITY**

The commission recognizes that much of the vitality that characterizes the higher education system in the United States is derived from the diversity found within the universe of organizations that comprise it. The commission further recognizes that the diversity inherent among the people of the United States enriches American higher education and contributes to the capacity that students develop for living in a culturally pluralistic and interdependent world.

Diversity is represented in many forms, ranging from differences in organizational mission and educational levels to differences in the ideas, viewpoints, perspectives, values, religious beliefs, backgrounds, race, gender, age, sexual orientation, human capacity, and

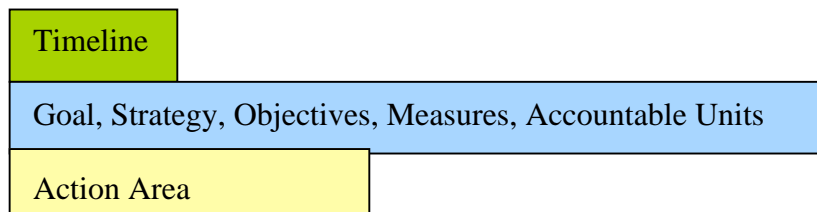
ethnicity of those who attend and work in the organizations. Individual and group differences add richness to teaching and learning, and also challenge them. People become more aware of the differences and similarities in a variety of ways, including through the processes of discovery and exploration, interaction, collaboration, and partnering. In this context, the commission champions diversity as a value to be upheld, and it looks to its member organizations promote diversity in both concept and practice as they realize their respective missions.

Recognizing diversity is one of the values embraced by the commission in its overall statement of mission and its new Criteria for Accreditation. Therefore, member organizations are encouraged to evaluate their respective missions, visions, values, and character to determine how well they address issues of diversity when providing enriching educational experiences and services for their constituencies. Organizations teach by example; they model approaches to diversity by conducting their operations in an equitable and just manner.

An organization that provides diverse experiences for its constituencies establishes an environment in which greater intellectual development can occur, and from which its constituencies can learn that focusing on commonalities, while understanding differences, binds peoples and cultures. Valuing diversity relates to experiencing it; thus, people in an environment that encourages inclusiveness and discourages acts of insensitivity and disrespect can become more enlightened. The commission urges its member organizations to create and maintain teaching and learning environments that provide educational opportunities for diverse individuals and groups. In addition, the commission urges its member organizations to provide learning environments, larger than its classroom settings, in which students can contribute to and learn from the diversity that broad life exposure offers.

The commission recognizes the value that member organizations place on their histories, traditions, and missions and the effect of such factors on their policies and practices. Therefore, the Commission does not prescribe a set of actions to address issues of diversity. However, through its Criteria, the Commission does expect its member organizations to evidence positive responses to issues of diversity and to show the relationship of those responses to the integrity of their operations.

(The Higher Learning Commission of NCA)



PLAN TIMELINE

YEAR	PHASE	ACTION
Year 1 Academic Year 08-09	Phase I: Write Individual College and Vice President/Provost (VP) Unit Inclusion Implementation Plans (Division of Inclusion and Equity is available for consultation)	Plan elements should be organized within the following 4 action areas: 1) Access and Equity; 2) Campus Climate; 3) Diversity in Curriculum/Co-Curriculum; and 4) Organizational Learning. Consider including any action items from this document where your unit has been designated with primary accountability.
	Phase II: Review and Recommendations	The Division of Inclusion and Equity will review all plans and provide a recommendation for further revision or signify readiness for implementation. Individual colleges/VP units will have more or less work to do based on the depth of inclusion-related initiatives/strategies already in progress.
Year 2 Academic Year 09-10	Phase III: Implementation	Each college or VP unit works at a steady pace. A brief written progress report is due to the Division of Inclusion and Equity by April, 2009.
	Phase IV: Community Update (Bringing all constituents to the table)	The Division of Inclusion and Equity will publish the first annual community update in October, 2009.
Year 3 Academic Year 10-11	Phase V: Taking Implementation to the Next Level	Colleges and VP units may choose to revise/refine their plans based on the outcome of the community update and/or additional consultation with the Division of Inclusion and Equity.
	Phase VI: Evaluation of Processes/ Outcomes (Inclusive Excellence Scorecard)	Progress towards Plan goals will be an item included in each Dean/VP's annual review. Acknowledge successes as a community before the next 3-year planning cycle begins.

(Williams, 2008)

SUGGESTED STRATEGIES, OBJECTIVES, MEASURES
(To be more fully developed by accountable units)

Action Area 1: Access and Equity – Recruitment and Retention (faculty, staff, students)				
Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
Increase the presence of faculty from underrepresented groups (Latino, Native American, African American), LGBT, international and faculty with disabilities	Utilize university Affirmative Action Plan to identify underutilization for minorities and women Network with diverse professional associations Advertise in diverse publications			Deans (P) Office of the Provost Division of Inclusion and Equity - Office of Affirmative Action
Revamp the Inclusion Advocate program	Enhance protocols and training			Division of Inclusion and Equity (P)
Strengthen personnel review committee process	Create an inclusion representative role within the committees Review rationale and history for separating promotion from tenure and determine any disparate impact on faculty of color, women			Office of the Provost (P) ECS Faculty Senate/Faculty Personnel Policy Committee Division of Inclusion and Equity
Enhance diversity and Inclusion focus in new student orientation and Transitions Program				Division of Student Services (P)
Enhance language support for	Review options for providing all ESL			Office of the Provost (P)

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
international students	services in-house			COIS COE
<p>Promote a more holistic approach to undergraduate admissions to increase access/diversity without lowering standards</p> <p>Increase the presence of students from historically underrepresented groups (Latino, native American, African American)</p> <p>Increase the presence of international students</p>	<p>Obtain and incorporate latest research on predictors of success beyond GPAs and test scores into admissions process</p> <p>Focus additional recruitment efforts in diverse local areas such as Holland, Grand Rapids, Muskegon, Benton Harbor, Flint, Wyoming, etc.</p> <p>Provide information and consultation in support of individual college recruitment efforts as requested.</p> <p>Develop a community college initiative that follows students through their 2 years and supports successful transition to GVSU.</p> <p>Identify/address barriers to access for transfer students.</p>			<p>Office of Admissions (P)</p> <p>All Interested College Faculty and Regional Sites</p> <p>Division of Student Services</p> <p>Office of Multicultural Affairs</p> <p>Division of Inclusion and Equity</p> <p>Enrollment, Development, Planning and Assessment Committee (EDPAC)</p>

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
	<p>Review/evaluate effectiveness of Freshman Academy Program – summer vs. academic year format</p> <p>Explore university participation in the POSSE program and/or other models that support minority student recruitment/retention.</p> <p>Formalize support to guidance counselors who can provide support to students aspiring to GVSU</p> <p>Develop pipeline programs for middle school students to cultivate interest/enhance preparation for specific disciplines.</p>			Deans or their designees (P)
Coordinate/develop services to recruit/support veterans pursuing a degree	Focus on academic advising, financial aid and general support services			<p>Continuing Education (P)</p> <p>AARC</p> <p>Disability Support Services</p> <p>Affirmative Action</p>
Develop plan for recruitment/admission process for graduate	Identify financial resources to support the effort			Division of Graduate Studies and Grants Administration (P)

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
students	Facilitate recruitment of under-represented minority representation required for federal grants across the institution			Grad Council Individual Departments
Create/enhance scholarship/financial aid administration in a post Proposal 2 arena	<p>Design legal/creative methods for donors to target their giving</p> <p>Reconstitute collaboration between University Development and Office and appropriate units to facilitate scholarship attainment for diverse, non-traditional, women, LGBT, veterans, economically disadvantaged students</p> <p>Review processes and procedures regarding secondary admittance programs</p> <ul style="list-style-type: none"> • Student supports • Financial Aid <p>Review process for awarding merit scholarships to international students</p>			<p>Office of Student Financial Aid (P)</p> <p>University Development Office</p> <p>Office of Multicultural Affairs</p> <p>Padnos International Center</p> <p>University Counsel's Office</p>
Enhance	Review Human			Office of Affirmative Action (P)

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
recruitment/retention practices for faculty and staff	Resources internship program to determine options for expansion and/or replication			Human Resources University Counsel's Office
	Continue to explore/review any tenure clock stoppage/family friendly/trailing partner policies for faculty and work life/flex schedule issues for staff			Office of the Provost (P) ECS/FPPC Human Resources
	Review new faculty orientation process for appropriate focus on diversity and inclusion			Provost's Office (P) FTLC Division of Inclusion and Equity
	Facilitate better communication about existing information available to assist faculty with permanent residency process • Information/ network of resources			Human Resources (P) Padnos International Center
	Institutionalize university-wide use of NSF Advance Stride Guide for Hiring and Retaining Excellence			Office of the Provost/Division of Inclusion and Equity (P) Human Resources

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
	<p>-----</p> <p>Effectively utilize Affirmative Action plan to identify colleges, departments in need of special effort searches to address under-utilization of women and minorities</p> <p>-----</p> <p>Connect Human Resources to Fair Housing of Michigan to incorporate materials and/or promote ongoing interactions to support diverse candidates/hires</p> <p>-----</p> <p>Design professional development opportunities for COT and AP staff</p> <p>-----</p> <p>Review/update COT job descriptions for uniformity between current descriptions and actual jobs being performed</p> <p>-----</p> <p>Design a plan for developing job descriptions for AP positions to include at</p>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p>Faculty Senate</p> <p>-----</p> <p>Office of Affirmative Action (P)</p> <p>-----</p> <p>-----</p> <p>Human Resources (P)</p> <p>-----</p> <p>Office of the Provost</p> <p>-----</p> <p>Division of Inclusion and Equity</p>

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
	<p>minimum, core competencies required</p> <p>Offer effective interviewing training to include a focus on assessing cultural competence</p> <p>Review/enhance system of exit interviews for departing faculty/staff</p> <p>Continue annual review of pay equity and compression issues in addition to case by case reviews, as needed, with an eye toward increasing the transparency of this process</p>			FSBC
Address physical accessibility issues	Work closely with Facilities Master Planners to ensure that problem areas are identified and remediated			<p>Disability Support Services (P)</p> <p>Facilities Staff</p>
Action Area 1: Access and Equity – Policy/Administrative Initiatives				
Reconfigure Intercultural Advisory Council (IAC) to better support the work of the Division	Establish a university committee to advise Division of Inclusion and Equity (University Inclusive			<p>Division of Inclusion and Equity (P)</p> <p>Deans</p> <p>Senior Management Team</p>

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
of Inclusion and Equity	<p>Excellence Team – possible new name)</p> <p>Solicit participation of a representative from each college, administrative division, undergrad and grad student representatives</p> <p>Multi-year appointments with rotating terms except in the case of students which may need to change annually</p> <ul style="list-style-type: none"> • May also include UAS, AP, COT, and affinity group representatives (Padnos International Center, LGBT, etc.) • Review composition of University’s Strategic Planning 2010 Committee as a possible model <p>Group will provide advice regarding DAC recommendations, Inclusion Implementation Plan process, and other critical issues</p>			UAS/ECS
Support the ongoing work of the	Participate in policy gap analysis and subsequent			University Counsel (P)

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
president's Grand Valley Manual Task Force	policy writing/update process			Division of Inclusion and Equity Human Resources
Develop consistent policy/approach to appointing interim directors and adjunct APs				Division of Inclusion and Equity (P) Human Resources
Update/enhance Non-discrimination Policy to become a more aspirational/inclusive document and ensure that it appears on all printed publications and websites				Division of Inclusion and Equity (P) University Counsel's Office
Improve quality of research from a diversity/inclusion perspective	Develop a plan to diversify human research subjects			Graduate Studies and Grants Administration (P) IRB Resource and Development FTLC Other Interested Centers and Institutes with Research Funding
Design incentives and recognition strategies to promote inclusion implementation strategies • Reward and value service – related	Develop a central fund for use as start-up funds for inclusion programs and initiatives Consider annual signature event			Office of the Provost (P) - Funding Human Resources (P) – Recognition Division of Inclusion and Equity

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
activities • Reward both processes and outcomes	• Models of Inclusive Excellence: Competitive Awards			
Create alignment among Allendale, Pew, Traverse City, Muskegon, and Holland campuses	Promote a “one university” philosophy in terms of inclusion and equity training and programs Review transportation options to facilitate student, faculty, and staff learning opportunities at Muskegon and Holland sites			Division of Inclusion and Equity (P) Senior Management Team Office of the Provost
Develop university ombudsperson function proposal • Mediation, problem-solving for faculty and staff	Review previous proposals Benchmark other institutions			Office of the Provost (P) Human Resources University Counsel’s Office Division of Inclusion and Equity ECS
Annual AP/COT Staff Performance Review: Existing diversity component must be meaningful, not simply a “check the box” activity	Provide appropriate training for fulfilling diversity component of the performance appraisal form • May be incorporated into general training re: performance appraisal			Human Resources (P) Division of Inclusion and Equity

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
	system			
Develop plan to clarify and publicize salary bands – AP staff in particular – need more transparency				Human Resources ((P))
Review annual COT luncheon format	Examine rationale for not providing awards as in AP luncheon format			
Action Area 2: Campus Climate				
Conduct climate study of faculty, staff, and students utilizing internal and external consultation	<p>Promote broad campus consultation in process due to mixed/negative perceptions from campus community regarding validity and methods utilized for 2005 climate study</p> <p>Include a focus on issues of collegiality</p> <p>Review University of Wisconsin-Madison climate work as a potential model</p>			<p>Division of Inclusion and Equity (P)</p> <p>Provost's Office</p> <p>People of Color Network</p> <p>Other interested faculty and staff</p> <p>LGBT Faculty/Staff Association</p> <p>Padnos International Center</p> <p>UAS</p> <p>GVSU Statistics Consulting Center</p>
Create a system for faculty and staff with disabilities to confidentially identify	Model this mechanism around the system already in place for students			Disability Support Services (P)

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
their need for accommodations				
Review turnover rates of women and minorities by division (AP staff)				Human Resources (P) Division of Inclusion and Equity
Continue to provide consultation/advocacy for faculty and staff experiencing inclusion-related conflicts				Division of Inclusion and Equity (P)
Create a mechanism for roundtable or other informal discussions among self-identified “change agents” from all campuses	Facilitate group discussions for problem-solving			Division of Inclusion and Equity (P)
Enhance networking with alumni of color	Further explore/support the establishment of additional ethnic and/or other affinity groups			Alumni Relations (P) Development Division of Inclusion and Equity
Develop supports for non-traditional students	Assess needs of this group			Student Services (P) Office of Multicultural Affairs Women’s Center Advising Resource Center
Develop training for faculty regarding interactions with non-traditional students	Assess needs of this group			FTLC (P) Advising Resource Center International Friends and Faculty
Develop more prominent role for “Act on Racism”	Identify necessary resources			Student Services (P) Office of Multicultural Affairs

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
student group	<p>Increase collaborations between group and area high schools</p> <p>Hire student assistant who can focus on fund-raising</p> <p>Provide two weeks of housing before semester begins in the fall</p>			<p>Division of Inclusion and Equity</p> <p>Provost's Office</p>
Design and implement schedule of "Opportunities to Dialogue about Race" and other inclusion-related topics such as disability, class, religion, sexual orientation, etc.	<p>Monthly breakfast dialogues on inclusion topics</p> <p>Consider small faculty and/or staff discussion groups</p>			<p>Division of Inclusion and Equity (P)</p> <p>Office of Multicultural Affairs</p> <p>All Colleges and Interested Faculty</p> <p>Deans</p> <p>FTLC</p> <p>LGBT Center</p> <p>Women's Center</p>
Continue to support the individual and collaborative efforts of campus groups that promote inclusion and equity	Provide consultation, program co-sponsorship			Division of Inclusion and Equity (P)
Design/enhance mechanism(s) to bring students of color and faculty of color together	Develop informal mentoring/support opportunities for students			<p>Office of Multicultural Affairs (P)</p> <p>Division of Inclusion and Equity</p> <p>People of Color Network</p>

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
Design/enhance mechanism(s) to bring international students and faculty together	Develop informal mentoring/support opportunities for students			Padnos International Center (P) International Friends and Faculty Division of Inclusion and Equity
Design/enhance mechanism(s) to bring LGBT students and LGBT faculty together	Develop informal mentoring/support opportunities for students			LGBT Faculty Staff Association (P) LGBT Resource Center Division of Inclusion and Equity
Participation on religion task force chaired by Vice Provost Bart Merkle	Enhance campus inclusiveness for all religious groups – policies, protocols, publications should reflect the services/needs of multiple faith perspectives			Vice Provost Bart Merkle (P) University Counsel's Office Division of Inclusion and Equity Padnos International Center
Promote cultural competence in admissions protocols of student groups	Review and enhance current protocols			Division of Student Services (P) Division of Inclusion and Equity
Action Area 3: Diversity in Curriculum/Co-curriculum				
Reward and value course content that integrates culturally diverse perspectives (race, class, disability, sexual orientation, religion, etc.) where appropriate	Develop local community connections with diverse cultural groups Create course-based and co-curricular opportunities to teach about white privilege			UCC/College Curriculum Committee (P) Individual college faculty, particularly those involved in teaching general education requirements, ethnic and/or religious studies majors/minors Faculty Teaching and Learning Center

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
Reward and value inclusive pedagogy	<p>Create opportunities for students to be educated about working in urban communities</p> <p>Revise/update student evaluations to include questions related to instructor sensitivity to inclusion issues/diversity in course content</p>			<p>University Assessment Committee</p> <p>Division of Inclusion and Equity</p> <p>Office of the Provost</p>
Develop/implement diversity/inclusion campus-wide training/education workshops/programs	New Director of Intercultural Training to collaborate with partners			<p>Division of Inclusion and Equity (P)</p> <p>FTLC – Advisory Committee</p> <p>FTLC</p> <p>All Other Interested Colleges and Faculty</p>
----- Co-sponsor Inclusion and Equity related conferences/programs across campus	----- Raise awareness and understanding of inclusion issues	-----	-----	<p>-----</p> <p>Division of Inclusion and Equity (P)</p> <p>Office of Multicultural Affairs</p> <p>All colleges and VP/SMT Divisions</p>
Revise model of commemorating MLK holiday	Establish planning committee comprised of faculty, staff and students - interruption of university business as usual is necessary for meaningful activity			<p>Division of Inclusion and Equity(P)</p> <p>Office of Multicultural Affairs</p> <p>Provost Office</p> <p>Academic Services</p>

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
	- expand activity beyond the one day format			ECS
Foster, promote, and reward interactions between diverse groups and majority groups (students)	Identify and set aside funding available for cross-group collaborations Include a focus on understanding religious holidays			Student Services (P) Office of Multicultural Affairs LGBT Women's Center Student Senate
Utilize student generated strategies to enhance co-curricular experience	Options for consideration (from GVSU – Advertising and Public Relations Class) include: Seminar for students communicating benefits of diversity/cultural competence on the job market Cancel class for dialogue events Use opinion leaders from faculty and athletes to push inclusion message through flyers on all campuses Diversity segment in Transitions Diversity “student of the month” – recognition for			Student Services (P) Office of Multicultural Affairs Division of Inclusion and Equity LGBT Center Women's Center Athletics Department

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
	<p>students involved in diversity-related work</p> <p>Educate faculty on importance of not stereotyping diverse students</p> <p>Diversity blog</p> <p>Calendar of events</p> <p>Cultural competency speakers by field – extra credit as incentive</p> <p>Start a “movement” unifying diverse students – affirmations and membership card</p> <p>Designate a location for students to share their creative diversity expressions</p> <p>“Walk in my Shoes” event with required paper</p>			
Action Area 4: Organizational Learning - Internal				
Training and organizational development	Provide training on a variety of inclusion-related topics including effective interviewing,			<p>Division of Inclusion and Equity (P)</p> <p>NSF Advance Grant Faculty</p>

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
Provide consultation and intervention to departments/units to ameliorate workplace conflict	<p>unconscious bias, cultural competence*, ADA, Proposition 2, etc.</p> <p>Utilize professional theatre groups and “train the trainer” concept</p> <p>Review/revise Diversity Workshops called “On Demand”</p> <p>Enhance training for multicultural assistants and academic advisors</p>			<p>All Interested Faculty</p> <p>Student Services</p>
Strengthen university’s level of cultural competence (domestic/international)	<p>Establish a Native American Community Advisory Board</p> <p>Other community advisory boards may be established as needed</p>			<p>Division of Inclusion and Equity (P)</p> <p>Padnos International Center</p>
Support an appropriate inclusion focus for 50 th Anniversary celebration	Work with planning committee to highlight success stories of early grads from the 60s and 70s, etc.			<p>50th Anniversary Committee (P)</p> <p>Division of Inclusion and Equity</p> <p>Office of Multicultural Affairs</p> <p>Alumni Relations</p>
Enhance university communication	Add “Inclusion Activity” section to university			Institutional Marketing/News and Information Services (P)

* Cultural Competence – (a) Understanding culture and its function in human behavior and society, recognizing the strengths that exist in all cultures (b) Ability to demonstrate competence in the provision of services that are sensitive to individuals’ cultures and to differences among people and cultural groups (c) Obtaining education about and seeking to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability, etc. (*National Association of Social Workers*)

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
mechanisms for educating/informing community about inclusion and equity issues	calendar in an effort to enhance participation in co-curricular programs (Should include beyond campus events) Develop specific system for reporting on university- community partnerships			Student Services Division of Inclusion and Equity
Develop areas of synergy between domestic and international student initiatives/programs	Explore models for increasing students' cultural competency through course work and co-curricular experiences			Office of the Provost (P) Division of Inclusion and Equity Office of Multicultural Affairs Padnos International Center
Action Area 4: Organizational Learning – Community Outreach				
Facilitate and sustain an effective university-wide mechanism for establishing partnerships and collaborations with Grand Rapids Public Schools - do the same for other districts with diverse populations (i.e.	Superintendent of GRPS's: areas of interest Centers of innovation Mentoring/tutoring programs for high school students High school reform/opportunities for students to accelerate completion of high school/dual enrollment			COE (P) All Interested Colleges and Faculty Division of Inclusion and Equity Deans Charter School Office

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
Muskegon, Holland, etc.)	<p>programs in senior year</p> <p>Cultural competence training for GRPS teachers</p> <p>Helping teachers work with affluence</p> <p>Study teachers' fear of students and the impact of that fear on their expectations of students</p> <p>Teach pedagogy of creating a culture of optimism</p> <p>Create/prepare pool of teachers who want to work in urban schools</p>			
Develop and nurture key partnerships and relationships with community entities doing (or interested in doing) similar inclusion work	<p>Maintain active membership in Grand Rapids Chamber of Commerce Cultural Competency Council Institute for Healing Racism</p> <p>Partners for a Racism Free Community, etc.</p> <p>Create a list of organizations outside of</p>			<p>Division of Inclusion and Equity (P)</p> <p>Interested Colleges and Faculty</p>

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
	campus that we as an institution can/should support			
Enhance faculty, staff, student involvement in TRIO and Upward Bound Programs	Identify and publicize volunteer opportunities			TRIO/Upward Bound (P) Interested Colleges and Faculty Interested Student Groups Division of Inclusion and Equity
Solicit/Encourage alumni participation in promoting inclusion and equity	Utilize existing clubs/individuals to support fundraising in support of minority recruitment/retention Promote formation of additional diverse clubs Develop/Enhance alumni sponsored lectures/community conversations on diverse topics			Alumni Relations (P) Development Division of Inclusion and Equity

REFERENCES

- Association of American Colleges and Universities. (1988). *Diversity blueprint: A planning manual for colleges and universities*. Washington, D.C.: Association of Colleges and Universities.
- Paine, L.S. (1977). *Cases in Leadership ethics and organizational integrity: A strategic perspective*. Boston: Irwin McGraw-Hill.
- Williams, D. (2008) Beyond the diversity crises model: Developing a decentralized diversity planning and implementation process. *Planning in Higher Education*, 36, No. 2, 27-41.
- Williams, D. Berger, J., & McClendon, S. (2005). *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*. Association of American Colleges and Universities.

ADDITIONAL RESOURCES

Books

At Home in the World: Bridging the Gap Between Internationalization and Multicultural Education by Christa L. Olson, Rhodri Evans, and Robert F. Shoenburg.

Core Curriculum and Cultural Pluralism: A Guide For Campus Planners by Betty Schmitz

Deans as diversity leaders by William Harvey in What Makes Racial Diversity Work in Higher Education by Frank Hale

Developing Competency to Manage Diversity by Taylor Cox Jr.

Diversifying the Faculty: A Guidebook for Search Committees by Caroline Sotello and Viernes Turner

Faculty Diversity: Problems and Solutions by JoAnn Moody

For Whites Only by Robert W. Terry

Lies My Teacher Told by James W. Loewen

The Possessive Investment in Whiteness by George Lipsitz

Proversity by Lawrence Otis Graham

The Shape of the River by William Bowen and Derek Bok

Understanding and Managing Diversity by Carol Harvey and M. June Allard

Why Are All the Black Kids Sitting Together in the Cafeteria? by Beverly Daniel Tatum, PH. D.

Faculty of Color: Teaching in Predominately White Colleges and Universities by C.A. Stanley

ADDITIONAL RESOURCES CONTINUED

Journal Articles

Discrimination and merit in higher education: The Hispanic professoriate by Richard Verdugo in The Majority in the Minority

When the “other” is the teacher: Implications of teacher diversity in higher education by Lucila Vargas in The Urban Review

Websites

Southern Poverty Law Center

www.tolerance.org

Power of Words

www.tolerance.org/teach/web/power_of_words

Images in Action

www.tolerance.org/images_action

10 Ways to Fight Hate on Campus

www.tolerance.org/campus

ACRONYMS

AARC = Academic Advising Resource Center

ADA = Americans with Disabilities Act

AP = Administrative/Professional

AVP = Assistant/Associate Vice President

CCC = College Curriculum Committee

COE = College of Education

COIS = College of Interdisciplinary Studies

COT = Clerical, Office, and Technical

DAC = Diversity Assessment Committee

ECS = Executive Committee of the Senate

EDPAC = Enrollment, Development, Planning and Assessment Committee

ESL = English as a Second Language

FPPC = Faculty Personnel Policy Committee

FSBC = Faculty Salary and Budget Committee

FTLC = Faculty Teaching and Learning Center

GPA = Grade Point Average

ACRONYMS CONTINUED

GRPS = Grand Rapids Public Schools

GVSU = Grand Valley State University

HR = Human Resources

IAC = Institutional Advisory Council

IIP = Inclusion Implementation Plan

IRB = Institutional Review Board

LGBT = Lesbian, Gay, Bisexual, Transgender

MLK = Martin Luther King

NCA = North Central Association

NSF = National Science Foundation

OMA = Office of Multicultural Affairs

P = Primary

UAS = University Assessment Committee

UCC = University Curriculum Committee

VP = Vice President/Provost

