**Equity and Inclusion Committee**

**MINUTES**

Tuesday, January 16, 2024

1. am – 11 am

Zoom meeting:

<https://gvsu-edu.zoom.us/j/91501528669?pwd=RUIxNmRIS3FBQ3VJaTJ3dVJpQzl5UT09>

Notetaking to follow alpha order using first names

1. Josita for 2/20/24

Special Guest from 9 am – 10 am

* 1. [David Ruiter](https://commons.ucsd.edu/who/team/david-ruiter.html). He is presently the Faculty Director of the Teaching and Learning Commons, University of California San Diego.

He was also Associate Provost for Student and Faculty Success and Strategic Initiatives and Associate Professor of English at the University of Texas at El Paso (UTEP). In his role as Associate Provost, he led the collaborative development and implementation of the university’s Quality Enhancement Plan, an ambitious ten-year student success plan designed to give every student a competitive edge in terms of academic, professional, and lifelong success. His previous roles at UTEP have included service as inaugural Director of Academic Continuous Improvement, Chair of the Department of English, and Director of the Literature Program. Dr. Ruiter co-chaired the “Student Belonging” committee for the University of Texas System’s Student Success Guiding Coalition and is a past fellow of UTEP’s Center for Excellence in Teaching and Learning.

The Chair presented the pending charges we have as a committee as a possible way of entry for David and an opportunity for the committee members to gain some insight on the work David has done at UCSD and at UTEP.

David:

**GVSU campus is evolving**

Your diversity numbers are improving as is your enrollment, which means the campus is evolving. That means not everybody is evolving at the same pace. **A lot of learning and development for faculty is critical.**

**On the importance of having diversity in staff and faculty**

Diversity of faculty and stuff is critical so that the students feeling represented.

**On being Unsuccessful with faculty and staff because they did not work on Belonging**

During his experience and learning, what they tried was not always successful.

In particular they did not immediately realized how critical the **belonging** **part for faculty** **and staff** was for diversity retention.

* They ran a pilot for faculty of color
* They put together a good syllabus
* Brought people together

**On the importance of having ideals about social justice**

Ultimately what was really important is to have these ideals about social justice in the work place to keep steering in the right direction,

**On the importance of having the conversations** on all the topics to **build trust, even if the members do not have the language yet.**

At UC San Diego, the community was fractured (racism,xenophobia, sexism, etc.). He reports a lot of **JOY** now after:

* A full year of training commitment and learning to have those conversations
* They got expert help to have those conversations.
* The moved forward even if not all faculty were in agreement (51% of agreement among faculty that is all that is needed).

**Coming from a humble place and seeking expert(s)**

The next import point in David’s recollection of his experience is that he was coming from a humble place of “I know I can't do that by myself”, “I'm not intelligent enough”. Let's get somebody who is an expert (University of Massachusetts at Boston) and he taped into their expertise. The result was that they grew the number of faculty of color from one to seven by the time he left UTEP after four years of being the chair.

* **On GVSU ad hoc process**

“It's not really a system from what I can tell in Michigan, it's a little bit ad hoc”

**On the importance of hiring an expert in Strategic Hiring**

To grow their faculty of color, they followed the suggestions of the Boston consultants to hire a person that was a specialist in **strategic hiring,** so for example, they hired an expert in Chicano literature.

**When preparing for strategic hiring:**

1. Make good justification for **cohort hiring** (chair)**:** Who we serve, areas of need. Inquire about resources.
2. Hire at different levels. It is good to have people with more expertise (already tenured)
3. **Direct recruitmen**t is key (get on the phone)
	1. people love to hear that you're interested.
	2. coming or not coming to your University, those people you ask are in networks of people and you can base your direct recruitment on that too.

**On the importance of preparing for these phone conservations during strategic hiring**

1. It's important to *read about a strategic hiring* to understand the latitude you have in pursuing this phone conversation
2. It is not the faculty of color’s job to do this recruitment. Most people are willing to have this conversation.

The Chair opens up for questions:

Josita:

We are having a big debate at the Senate as of right around a more open enrollment. Our number of freshmen enrollment is higher but we are experiencing a lot of issues in our classrooms. Do you have any experience with this type of issues?

David:

**Students come under our care**

When we admit students, they come under our care. When I was at the University of El Passo,Texas, we became open enrollment, so I do have some experience.

The university has **to be ready to shift paradigm**

From specifically focused on **student readiness** to **being ready for students** and that takes development work.

**On the necessity to identify where the fracture is**

What they are learning at UCSD is that they had imagined that the **learning loss** was in terms of content but that that may not be correct.

 The learning loss maybe more in terms of **learning strategies and learning methods**

 It is a fracture that happened when we went fully online during covid.

They had faculty whose learning method or teaching method did not transfer very well online.

And they had students whose learning strategies and learning methods did not transfer while in this online environment.

and then the **students began to lose confidence.**

**On the issues with high stakes assessments**

Doing high stakes assessment is not a good idea when you have a loss in academic confidence.

 **On the value of knowing what you don’t know**

David is suggesting is that we need to **stay open and think this through**: Where is that fracture and work this into the student learning and the faculty teaching.

“What we know for sure is that our student population didn't suddenly become less intelligent that's not what happened.”

**On the relationship between leadership and faculty**

Once the leadership understands where the fracture is then they work with the faculty. David’s position is that **faculty are experts in their teaching** and if they are put a position *where they know what they need to know then they can work it in their*

*teaching.* He believes that faculty generally want to do well.

**On acknowledging difficulties and being hopeful**

We also need to know that it is going to be really difficult and you know hopefully we'll come out on the other side some day.

**Conclusion: The student are under our care and we got to catch up.**

Steve

I have some concerns hearing your presentation as of right now because at GVSU as faculty we have no new resources, no training, and a load of invisible service as student counselors for example, and this impacts even more faculty who are minority.

David

Then it is important to develop in our students **help-seeking behaviors.**

* New students onboarding
* Adding layers of support for the instructors
* Less content and more strategies for teaching and learning
* Make sure that every dollar gets where it should be
* Know your prices! An anti-racist pedagogy is going to cost you between 75’000 to 100’000 $
* **ALWAYS MAKE THE RESOURCE REQUEST.**

Chasity

I have two questions for you, one concerns resources attributions, how to get what is needed?

David

The tendency is to make yourself look good when you are doing the accountability report. However, it is important **not to do that** but to be **fully transparent** in a **closed space** when you meet with the provost or the president: Come with numbers that show the reality and then ask whether they are going to help you.

For example, they had 1 faculty of color among 33 faculty. They needed 40’000 $ to do the social justice piece (led by an expert) to increase the representativity.

Chasity

What kind of activities were promoted for belonging and retention of faculty of color?

1. What they did for the untenured faculty is asked them what they would like around teaching, research and service
2. They needed a little support from HR (too harsh)
3. They gave them assignments (reading)
4. Always provided food
5. Encouraged them to do happy hours
6. They set up riding circles
7. Drink coffee, even on zoom, talk about their day
8. SOLIDARITY was forming and important for well-being

The Chair thanked David Ruiter for sharing his experience and insights.

5 min break before the next visit.

Takeelia

commented that as the student ombuds, they observe that students will shop around staff and faculty, to avoid having to get help from the different centers of support. **The suggestion here is to work together faculty and staff to develop these help- seeking behaviors.**

Invited Guest at 10 am

* 1. Dr. C. “Griff” Griffin, GE Director and Biology faculty, to provide additional general education-related information regarding Charge #3: Systemic Racism & Charge #5: Equity in Learning

                                                    i.     [Documents](https://drive.google.com/drive/folders/1yTvk89NSoJ-H3IvtdEQXIXinQx3WaTkM?usp=sharing) related Charge #3

                                                   ii.     [Documents](https://drive.google.com/drive/folders/1KzTm-BZ-YD410NxULKek2AVZKDeg_3-f?usp=sharing) related Charge #5

Griff presented the method they used and the results they found related to the charges around systemic racism and equity gap.

Griff clarified that they submit the report with data to the Senate. There is nothing unique about gen ed courses, the Pellegrin data is consistent with the gen ed data.

Griff explained that some changes are easier to implement than others, for example adding systemic racism in the description of the course.

The role of the gen ed committee is to support faculty in their assessment by providing feedback upon the assessment faculty have to do on their courses following rubrics (package).

The data come from 1 to 3 sections of the courses taught as a gen ed, there is a four-year rotation in terms of the courses selected for the report.

* The unit head is selecting who will be doing the assessment.
* There is an assessment package that is the same for all. Very detailed with rubrics and how to report the numbers ([https://www.gvsu.edu/gened/course-assessment-321.htm).](https://www.gvsu.edu/gened/course-assessment-321.htm%29.)
* Faculty report on Knowledge SLOs (Student Learning Outcomes) and Skills SLOs.
* The committee uses a tree ring of 4 pts that goes from 1.baseline to 2. progressing, to 3.proficient to 4. distinguished and the faculty reports the percentage of the students in each category. The expectation is that in 100-level classes 60% of the students are between 1 and 2 (baseline or progressing) then by the 400 level course, 70% of the students have reached level 4 (distinguished) for both kinds of SLOs.
* The data they collect have demographics, race, religion, sex, first gen, Pellegrin grant, and others.

The results Griff comments next is the aggregates of all the data faculty submitted (2 years ago) for the Skills SLos concerning equity gap (see table below).



1. The largest equity gap concerns BIPOC (Black, Indigenous, People of color) students compared to white students for the Skills SLOs: critical thinking and integration is where the largest gap is reported.
2. There is somewhat of a gender equity gap, Pellegrin and first gen but not for all the skills.
3. The equity gap is less pronounced for the Knowledge outcomes, although a gender gap is noticeable in the classes on US diversity.



A discussion ensues around what to do with these results.

The data is available on the gen ed website and sent/presented to the Senate. **And so there is a need to have a conversation at the Senate level and with the leadership team.**

The data should be made available **to faculty and discussed at the department level to** increase awareness.

Chasity thanks Griff for her presentation and underscores the importance of the work they do.

Meeting adjourned: 11.03

**Points 4, 6 through 8 are reported to next meeting March 19, 2024**

1. [2023-2024 Charges](https://drive.google.com/file/d/14nPb_FhcujdDBNomwx3OmdgI2U6e_SGt/view?usp=sharing)
	1. Continuing Charge Work Groups-[charge recommendations](https://docs.google.com/document/d/16H8nIPAMAu8fxrhV3C5FDigcdjYjoXAU-uzjqPn9NKc/edit?usp=sharing)

                                                    i.     Charges 1 & 4

                                                   ii.     Charges 2 & 6

                                                  iii.     Charges 3 & 5

1. AALT Student Engagement Team Focus Group Debrief
2. [Academic Impressions](https://www.academicimpressions.com/gvsu/)
	1. Planning for 2024-2025
3. Announcements
	1. Next meeting Tuesday, March 19, 2024 at 9:00 am on zoom
	2. OMA-EIC Student Focus Group is set for **Tuesday, February 27th at 3 pm**

                                                    i.     Please let Chasity know by end of today if you would like to participate

* 1. Additional?