Equity And Inclusion Committee

MINUTES: **Nov. 22, 2022, 9:00AM – 11:00AM**
Join Zoom Meeting

<https://gvsu-edu.zoom.us/j/95691758900?pwd=RzdYKzhEemR6K3RMZnpQTGNId3MwZz09>

Meeting ID: 956 9175 8900

Passcode: 849496

**Chair: Joel Wendland-Liu**

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| **Voting Members** | Attendance |  | Attendance |
| Elizabeth Arnold (CLAS, W2023) | x | Jiyeon Suh (CLAS W2025) |  |
| Craig Clay (Padnos, W2025) | x | Anna White (Libraries W 2025) |  |
| Alisha Davis (CHP, W2023) | x | **Ex-Officio Members** |  |
| Genevieve Elrod (KCON, W2024) | x | Ed Aboufadel (AVP Provost’s Office) | x |
| Daisy Fredericks (CoE, W2024) |  | B. Donta Truss (VP Enrollment Development |  |
| Alycia Laguardia-Lobianco (CLAS, W 2024) | x | Takeelia Garrett (Student Ombuds/Dean of Students) |  |
| Josita Maouene, co-chair (CLAS, W2025) | x | Jesse Bernal/Marlene Kowalski-Braun (AVP I&E) |  |
| Jennifer Marson-Reed (CCPS, W 2024) | x | Dana Munk (Pew FTLC):  |  |
| Jennifer Pope (SCB, W2024) | x | Mychal Coleman/designee (AVP Human Resources) |  |
|  (Student senate): TBD |  | Semogano, Masego (GSA rep) | x |

Questions from Ed concerning the list of members on the agenda.

1. Do we have a second student (grad) from the Student Senate? It still says TBD?

**Action: Jennifer Pope will inquire.**

1. Do we have an Ex Officio designated by Donta Truss, VP enrollment?

**Action: Ed will check with Felix N’Gassa about this.** As the EIC committee has a large list of Ex Officio members, it may be suitable to ask if Donta is interested to have a Rp in this committee. It is always possible to revise the list.

Announcements:

1. Minutes for Nov. 22 meeting: Josita Maouene
2. Keep alert for upcoming meeting changes

Dates of meetings have change because of the Provost cabinet, but some members had other obligations. The final meeting for this semester is on Dec. 6. There is no meeting on Dec 20th .

1. Documents for Nov. 22 meeting in Blackboard (and to be send with final agenda)

Agenda:

1. Approval of the agenda.

Approved by Jennifer Pope. Second Masego (the student can vote, not the Ex Officio members). No abstention.

1. Approval of the minutes from the Nov. 1, 2022 meeting.

To avoid the internet interruption from last meeting, Joel will make different people co-hosts.

Approved by Jennifer Pope. Second Elizabeth Arnold. No abstention.

1. Teach-in report. Liz.

**Liz:** The total number of participants is 1115.

The debriefing meeting has not yet convened.

The online sessions had more participants (between 60 to 90) than the face-to-face ones.

Suggestion is to keep the hybrid format.

Having three building downtown was difficult to manage logistically.

Joel: **suggestion for the online format**: to let the presenters know that if they will be online, they need to think in terms of accommodating participation with the number of presenters they have (= many break out rooms, who will be monitoring them?)

Josita: Some feedback from faculty was that it is difficult to recruit new students because how fast this Fall semester goes. Suggestion of doing it in the winter (the students need the training provided in class before they can present on the topic).

Jen: Having it in Winter does not change this particular issue as these are new students too.

Liz: **suggestion for next year: 1)** make the Teach-in a annual rendez-vous like the SSD but for the Humanities so that the faculty prepare a year before**. 2)** Promote the Teach-In Winter semester 2023 for Fall 2023.

1. ECS memo on documenting relationships revision to share

We got a memo back from the Provost. She wrote:

* It is critical to receive the data on diversity in the first part of the original memo so that they can make decisions. She expects such report for next year. It should be **distributed** to faculty and staff.
* For recommendations on pages 7-8, she writes that they are many important topics to consider/ investigate and the EIC can lead this. She mentions:
	+ 1. Expanding the diversity report in terms of gender and disability and have conversations on those topics with **Enrollment Management and HR.**
		2. Disparity in early career grants, invite **Vice provost Smart**

Joel: Thanked Alisha for explaining what the expectations are about the memo. We should have a brief list of recommendations, the full report with supported literature review should be attached separately.

Joel presented the srevised memo. The request was to pair down the original memo sent by Joel to exclusively concentrate on charge #4: **Documenting Relationships: Document the relationship between I&E and EIC as well as FTLC and EIC. Include in your report a recommendation about whether or not this charge should be an ongoing responsibility for EIC. SHORE Log: 1165-2020 :** Draft memo of recommendations for ECS/UAS from DEI and FTLC discussion: this is the memo that Joel will send to the ECS below:

We took up a discussion of FTLC on our Nov. 9, 2021, meeting with a brief report and detailed discussion which was reported in our minutes of that meeting. To summarize, we sought to emphasize EIC and FTLC’s most important connection is the point at which we can support FTLC’s mission of faculty leading faculty on professional development around improving faculty skills in building inclusiveness in their syllabi, their knowledge about experiences of diverse faculty, staff, and students in the campus community, and generally improving human relations. A second discussion of the FTLC-EIC relationship took place in our Feb. 1 meeting. Details are included in our minutes.

A discussion of DEI-EIC’s relationship was discussed on two separate occasions. First, the faculty expressed serious concerns about the condition of the Title IX office. We asked the newly appointed director, Kevin Carmody to meet with us to talk about his new role and how he envisions rebuilding trust in the office and its vital role on this campus. Details of his discussion are included in our Feb. 15th meeting minutes.

Marlene Kowalski-Braun discussed the relationship between DEI and EIC. She reported on a variety of programs underway in the division related to student success, inclusion and equity outreach, and accessibility. Details of this discussion are included in the Feb. 15, 2022, meeting minutes.

Because FTLC and DEI representatives sit on the EIC and we regularly discuss important programs and initiatives by each, we recommend that this charge **be revisited every other year.**

Jen Pope moved to approve the revised memo

Alycia second it

1. Accessibility task force report review.

Joel updated us on the report review from the Accessibility task force issued in 2017 (document attached). He had communications with Catherine Van der Veen and Shontaye Witcher.

The main points are: 1) The audit on online accessibility is complete and resulted in new rules and training for CMS users for the creation of inclusive website pages. There is also now a web access policy:[Web Accessibility Policy - University Policies - Grand Valley State University (gvsu.edu)](https://www.gvsu.edu/policies/policy.htm?policyId=1BEF5B2E-01A1-0A6C-E2FDBE2C401DA7B2)

There are 2 on-going goals:

1. A discussion on a universal testing space is on-going. Does EIC want to participate ?
2. With the turnover in HR and reorganization, the philosophy and practice should be revisited and possibly put into policy or procedure for the care of our employees with permanent or temporary disabilities.

They added a special recommendation concerning **DSR:**

Some faculty identified communication between DSR and faculty in the accommodation of student needs as a special concern.

DSR developed a FAQ section for faculty questions. Here is the link for your review.

<https://www.gvsu.edu/dsr/faculty-and-staff-portal-134.htm#FAQ>

At the top of our home page, we have an assistive technology tab. A drop-down tab lists accessible computer labs, making documents accessible, an agreement form for recording lectures, Blackboard Ally, and Assistive Technology Software and Apps. <https://www.gvsu.edu/dsr/>

Ed: The question of the universal testing sapce to send our students to is currently a budget question.

 Felix is recruiting for ADA advisory board.

Discussion: Jen: there is a time concern as afar the DSR communicating with professors. Sometimes last minute ( a week before classes started) to tell the professor that they have a hearing-impaired student. Lack of guidance also in terms of how to have subtitles work other than in youtube or Panopto.

Ed: the issue could also be that the student is not reporting early. **Suggestion:** Make a recommendation to ECS. Other governance committees have also discussed this issue.

Joel: another concern from faculty is the DSR collecting information on the accommodation they request**. Suggestion**: we should increase the information we can gather on these specific concerns about the DSR.

1. Initiating a conversation about faculty workload equity

**Charge #6. Equity in Faculty Service Loads:** Review faculty service loads and make recommendations toward increased equity. Consider service loads by number of years at the University.

[S.G.3.01.F](https://www.gvsu.edu/policies/policy.htm?policyId=3E8C40FE-93EA-68B8-152BC2EA429CD468&search=)

“Faculty members are expected to undertake increasingly responsible service work over the course of their university careers. It is also expected that untenured faculty members will concentrate on developing competence in teaching or professional effectiveness and scholarship and that the amount of expected service will be adjusted accordingly. Normally, service is not a compensated activity; exceptions to this must be approved by the Dean of the College.”

Joel identified 2 issues we had discussed in our past meeting:

1. It does not happen very often that untenured faculty have less service, especially in small departments.
2. Senior faculty may do less service was the perception.

Ed: A suggestion is to change the language

Jen Marson: “Normally, service is not a compensated activity”.

May not be equitable to leave this sentence like this, as service can be compensated. That varies widely.

Jen P: suggestion: we should define what service is

Ed: the context of this part of the sentence is that service compensated outside the university is

not compensated (no double dipping).

Jen P: Grad council has had a discussion on what belongs to service and what is teaching. They have now a list that she shared with us:



Jen M: cites the example of advising being compensated. There is a lot practices to unpack across colleges.

Joel cites the example of a faculty who coordinated a program, which is part of their service, and the Dean accepted the compensation.

Ed: in the case of peer reviewing, they have reassigned time for it, so no compensation.

Josita: we should try to adjust the last sentence.

Ed: This would be a recommendation to ECS.

Joel: Another issue is when this policy is not inforced in the department. There is no recourse to say no.

Jen P: When she was hired (2003), there was no other woman in the department and so I had to represent women in many committees.

Ed: In 2005, the affirmative actions were removed and so this representativity was not necessary anymore.

Alysha: most impacted are women and women of color in small departments.

Joel: in his department they have rubrics for workload, 9 boxes to check for him!

**Action: Ed asked Joel to send him the rubrics.**

Other related topics:

-What happens when many faculty leave at the same time?

-The requirements under service: my department expects me to chair a committee for promotion to full professorship although it is listed as an example in the faculty handbook.

- Are all these committees necessary?

- The issue of the implicit expectations towards women and women of colors that push them to feel obligated to do more service

-The observation of inequity of treatment towards promotion

- Having more women that are chairs

- Service expectations that are growing

Alycia: **suggestion** to add language about **proportionality.**

* ‘Faculty members are expected to undertake increasingly responsible service work over the course of their university careers, **proportionally to the number of years they have been at GVSU.**

Liz: senior do also have to develop competency in teaching given the new technology!

Ed: **Given that changing policy does not always transfer in practices, what should we do to release the hidden pressure?**

JenM**:**

1) Remove unnecessary service

2) Have a budget for paid service that will increase the number of faculty involved.

Discussion around what the proportion of service, teaching and scholarship are:

Different proportions were articulated.

1/3, 1/3, 1/3, is that proportionality expected to change?

75% teaching, 5% service, 20% scholarship

in business: 45 teaching /45/10 service

health: 80 teaching/10/10

**Joel suggestion**: necessity to review this proportionality by departments

And next time: how to adjust the language.

The session was adjourned at 11 am.

Meeting Documents to review (in Blackboard in the “November 2022 Documents” file).

New memo

Accessibility report