



## Equity and Inclusion Faculty Committee

To: Felix Ngassa, Chair of ECS

From: Joel Wendland-Liu, Chair of EIC

RE: Mid-year report

Date: December 10, 2021

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Dear Felix:

In this report, I share a review of our work so far this semester in preparation for the mid-year report. Each activity relates directly to our charges as well as too ongoing issues of concern to this committee and its members.

1. Our 10<sup>th</sup> charge from ECS was to review the recommendation provide by the EPP task force on the university's personnel process. We took this charge on first. We discovered that a committee-wide discussion was difficult and assigned the review process to an ad hoc committee. That ad hoc committee met, reviewed, and discussed the recommendations, providing a list of priorities from the EPP report that could move forward this year. We reported the recommendation to the whole committee, which recommended revisions. With the revisions made, we sent the report to ECS. ECS included the recommendation on its agenda for the November 19<sup>th</sup> 2001 meeting. I presented the recommendations to the ECS. They asked questions about our process and purpose. They asked questions about the necessity of maintaining a rigorous personnel process to protect tenure. They accepted the report and forwarded it to FPPC.
2. Our first charge was to collaborate with DEI and the new organizer of the university teach-in, Karen Gipson, to help organize the event. The teach-in was held on Nov. 10-11 in-person settings and virtual settings. This year, the committee reviewed about 50+ session proposals, first by establishing a general rubric for accepting the proposals, meeting twice as a whole committee (with aide from student support for the teach-in), and selecting sessions that met the criteria. Session proposals that didn't meet the criteria were returned to the proposers with questions and suggestions for revision. We held two rounds of review in October. A total of 49 sessions (37 in-person and 12 virtual) were approved and split between Allendale and DeVos Campuses. More than 1,150 university community members participated, evenly split between the virtual and in-person modalities (revealing that the smaller number of

virtual sessions were far-better attended). Initial reporting from the assessment data showed that about 90% of those who submitted evaluations (about 30% from the better attended virtual sessions and 60% from in-person sessions) indicated that learning objectives were achieved. Organizers and committee members discussed boosting the level of faculty participation in future teach-ins, and surmised that holding sessions on the medical campus would attract more GVSU community members there. Further, the teach-in organizer, Karen Gipson, suggested improving the means for virtual participants to submit evaluations would improve the assessment data.

3. Our third charge is to review recommendations of the Accessibility task force. We met with the authors of the DEI-A framework, provided some feedback and individual members of the committee shared additional feedback.
4. Our 4<sup>th</sup> charge is to document relationships between ourselves and FTLC and DEI. We took up the former in our Nov. 9<sup>th</sup> 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. After a discussion on mentorship, its complexities, and its role in helping faculty to be open to learning about and valuing differences as well as helping new faculty to achieve success in their personnel process, we agreed that we can from time-to-time point to issues that FTLC may wish to enhance in its ongoing programming. DEI representatives agreed to meet and present on our relationship with them in January.
5. Alisha Davis, appointed to the President's network of advisors, has provided updates on the that body's coming report. We will review it and make recommendations as needed.
6. We have two charges related to General Education: to review the GE curriculum and recommend revisions to improve student understandings of systemic inequalities. I contacted the GE director Griff Griffin asked to participate in conversations GE is holding on this curriculum revision. This discussion is expected to continue into the Winter semester of 2022. So far, GE reports that it has developed a third SLO that reads as follows:  
*Explain how individual and systemic racism affect those who are discriminated against and those who discriminate against others in the United States.*  
GEC surveyed all faculty teaching in Diversity in the U.S. courses and Global Perspectives to find out what they currently do about race. GEC will update EIC in the Winter semester.
7. We have been charged with the task of developing improved methods of communication with ECS. So far this AY, we have communicated with ECS our recommendations on EPP and have prepared this mid-year report on our work so far this semester. We have also presented twice in ECS meetings in the fall Semester 2021. We will also provide an update

on diversity of faculty and students next semester as well as provide an end-of-the-year report. Our meeting documents will be added to our website.

8. Maintenance of EIC website: we haven't yet discussed these charges. The chair is working on the website and uploading our documents.
9. On succession of leadership: Our normal process of succession has been to each year hope that a member of the committee will step forward and self-nominate or accept a nomination as committee chair.
10. Title IX issues: this issue was raised in previous meetings as of concern. The investigation appears to be ongoing and the faculty are playing an important role in drawing information into the light.