**Fall 2018 Semester-End EIC Report to ECS**

**draft submitted, John Bender**

***Mitigating EIC Personnel Changes, 2017 - 2018***

--there were a large number (~ 50%) of Personnel changes on EIC this semester from Winter 2018, in both Faculty-Student representation (both new student members, four new Faculty members ; ~ half of the voting membership of the committee), and also ex-Officio representation (also 3 of 6)

--stability and purpose of EIC membership was carefully discussed by EIC Voting members in light of these potentially very challenging changes in the early stages of the history of the committee (elsewhere in separate report to UAS President and Vice-President)

***Fall 2018 GVSU Teach-In***

--overall attendance at Teach-In was ~ 1600 this year, same as last year (which is also still +50% over any previous Teach-In)

--first year where EIC implemented a split in Teach-In presentations between Downtown on Wed (Nov 7) and Allendale on Thurs (Nov 8)

--attendance Downtown this year was ~310, about 3 X any previous attendance Downtown for the Teach-In; Allendale came in at ~ 1270, somewhat lower than 2017

--Teach-In Session Registration website was upgraded to facilitate Presenter Team registration, and engagement of Student Collaborators

--67 total Teach-In Session proposals received (of which only 64 could be accommodated due to space constraints).

--first year where GVSU Graduate Students were recognized, and encouraged to be Primary Session Presenters in their own right (independent of Faculty or Staff support)

--Teach-In Logistics Group successfully navigated yet another year of significant Administrative Staffing changes (lost Administrative assistance from Dean of Students Office and had to successfully incorporate, de novo, uninitiated Administrative Staff from Inclusion and Equity, and Academic Governance)

--Successfully negotiated the first, cooperative Budget commitment for all future GVSU Teach-Ins from multiple invested offices: Provost’s Office, Inclusion and Equity, Dean of Students (budget ~ $3000 per event/year).

***New GVSU Downtown Student Social Justice Resource Space***

--after prompting by EIC in Fall 2017, successful negotiation between the Provost’ Office and the Division of Inclusion and Equity have allowed the creation of a provisional space for Student Social Justice Resources on the Downtown campus, in the northwest corner of DEV, ground level.

--Staffing of the space by Inclusion and Equity is currently part-time during the week, and variable with the availability of Staff members who can make time from Allendale, but is an important start which EIC hopes to advocate for appropriate expansion in the future

***Staggering of EIC Faculty-Voting member terms***

--to prevent critical loss of institutional memory in EIC in the Winter 2020 GVSU Faculty Governance election cycle, EIC arranged with ECS to create and approve a plan for staggered extension of existing members terms.

--The details of this plan are given elsewhere in EIC communication to ECS, but should ensure an adequate future cycling of voting Faculty members (1/3 every year) on EIC that will not create a critical deficit in the institutional memory of the committee

***Creation of EIC Subgroups***

--given the rather large number of Charges given to EIC (same as 2017), a subdivision of the committee was implemented in Fall 2018 to attempt to gain efficiencies in completing the work: ***Teach-in Subgroup*** ; ***EIC Website Subgroup*** ; and ***Faculty Classroom Inclusive Practices Subgroup***. Thus, a number of other ECS charges to EIC were not directly addressed.

***Reports of EIC Subgroups***

--see above, for info on ***GVSU Teach-In Subgroup***; many other Administrative changes will be discussed and pursued in Winter 2019

***EIC Website Subgroup***

--EIC now has the assistance of Lisa Surman-Haight (Executive Assistant to Faculty Governance) to help in the implementation of initiation, and changes to the Faculty Governance Website fort EIC; primary assistance from Lisa here is in manipulation of the CMS4 platform, and also in providing creative guidance of the capabilities of CMS4 (something which none of our EIC members has working knowledge)

--working website is created, but has not gone fully live

--the Website group will use existing GVSU Faculty Governance Pages as a model, to some extant, for formatting and organization

--the functions of the page will be tailored to the use of Faculty Governance, the Allied GVSU groups (links), GVSU Faculty needs, the GVSU Community at-large, and also Allied Off-Campus Groups (perhaps unique to EIC)

--specific functions will include, but not limited to: EIC Governance functions; the GVSU Teach-In (has it’s own page); links to GVSU Student Senate; archived info from EIC; promotion and tracking of GVSU and External Diversity Awards

***Faculty Classroom Inclusive Practices Subgroup***

--starting from scratch, EIC members explored what currently exists at GVSU, what is implementable, and where could all of this be incorporated into GVSU Faculty Personnel Policy as a clear set of assessable practices, independent of discipline, or course; these items may loosely be termed as Inclusive Practices “*plug and play” recommendations*

--a final list of these “plug and play” recommendations is not formulated

--policies that already are being used at other academic institutions are available to GVSU EIC, but have not been fully evaluated/debated

--EIC has all of the Summary Resources from the previous GVSU Climate Studies to inform discussion on Classroom Inclusive Practices; these do not inform in the sense of a systematic Academic Evaluation of the climate, but rather a comprehensive, Qualitative Report of Student Responses to Faculty Conduct

--we take the current view, that the Qualitative Student Responses (from the Climate Studies) refer primarily to negative social interactions to Students from Faculty, and are less referent to the Inclusiveness of the Curricula.

--this EIC subgroup has separated Classroom Inclusive Practices into two groups: *Inclusive Practices* (discipline-independent) and *Inclusive Curricula* (discipline-dependent); Discipline-independent classroom practices are much narrower in scope, and more easily implementable and assessable. Curricula-specific practices will be a much more involved task to approach, though they have generated the MOST intense discussion in our Subgroup

--our Subgroup has noted the frequency with which Students react negatively (for instance, on SETs) to Faculty attempts at Inclusive Curricula (not recorded on the Climate Studies), where such curricula challenge the Student’s pre-conceived worldviews. This can be a mitigating (and anti-Inclusive) effect in the professional success of a Faculty member, where the privileged status of our Students is directly challenged in Class by said Faculty member.