



Vision, Mission, Values, & Functional Responsibilities
The Division's Guiding Principles for 2015-2021
 Updated August 2016

2015-2021 Strategic Functions, 2021 Outcomes, & 2016-2017 Actions/Goals

2016-2021 Strategic Function
1. Coordinate and provide leadership for the university's extensive efforts to advance inclusion and equity that engage all members of the community, with a central focus on supporting the university's diverse and historically underrepresented communities .
2021 Outcome(s):
<ul style="list-style-type: none"> • I&E is organized and resourced to meet the needs and challenges of leading the implementation of <i>GVSU's Framework for Inclusion and Equity</i>. • An engaged and effective Advisory Council for Equity and Inclusion provides ongoing expertise and insight for the university's <i>Framework for Inclusion and Equity</i> and the I&E's 2016-2021 strategic functions and priorities. • The university views I&E as the leading partner and expert for diversity, inclusion, equity, and social justice on campus, and seeks consultation, advice and partnership in all university functional areas, including those not directly related to diversity. = • I&E has established partnerships and collaborations with all university units, and provides effective oversight and direction of essential functional areas. • Underrepresented and diverse communities view I&E as their key ally and advocate, and demonstrate engagement and inclusion in the division's work.
2016-2017 Strategic Actions/Goals
a. Advisory Council on Inclusion and Equity: In an effort to increase engagement, particularly of faculty and students, in I&E functions and initiatives, the Division will create and engage an Advisory Council structure that will include focused subgroups for students, faculty, staff and the external community. These structures will provide meaningful guidance and accountability for I&E's strategic plan and assist in identifying annual priorities or needed course-corrections for ongoing strategic planning. (from 2015-2016, 1516.1.b)
b. 80% of the Women's Center Ambassador cohort will participate in high-impact curriculum that includes learning experiences designed to hone writing skills and develop material to assist them prior to graduation (resume writing, graduate school applications, etc.) as well as interact with faculty. (<i>Women's Center, GVSU 1.A.1</i>)
c. 80% of Gender Justice House (formerly Women's Leadership House) residents (an effort of the Women's Center) will participate in one of the service learning opportunities offered and/or participate in a common intellectual experience (community read discussion, writing workshops, study and discussion of historical material in anticipation of local gender justice history trips). (<i>Women's Center, GVSU 1.A.1</i>)
d. Increase the number of faculty who complete PEW FTLC/Division of Inclusion and Equity Professional Development initiatives by 20%. (<i>Faculty Associates, GVSU 2.B.1</i>)
e. At least 20 students will participate in training to develop Interfaith leadership skills. (<i>Campus Interfaith Resources, GVSU 1.A.1</i>)
f. 80% of participants in interfaith training will report satisfaction with their involvement in the program. (<i>Campus Interfaith Resources, GVSU 1.A.1</i>)

g.	90% of students who participate in our Campus Links program will engage in two or more other high-impact learning experiences prior to graduation, in addition to supplemental writing skills, general education issues, and capstone courses. Campus links students will participate in service learning which includes diversity and global learning, internships, and living learning communities. <i>(Disability Support Resources, GVSU 1.A.1)</i>
h.	60% of First-Year Queer Alliance (FQA) and Loud and Queer (L&Q) students will attend four or more group meetings, led by staff and upper class student facilitators, throughout the year allowing them to develop strong connections with each other, the center, and the university and engage with an educational curriculum designed to improve their awareness of different identities, perspectives, and experiences. <i>(Milton E. Ford LGBT Resource Center, GVSU 1.A.1)</i>
i.	At least 70% of Laker Connections students will participate in a 1:1 assigned mentoring relationship with faculty and/or staff. <i>(Office of Multicultural Affairs, GVSU 1.A.1)</i>
j.	At least 50% of Laker Connections participants will be first-year students. <i>(Office of Multicultural Affairs, GVSU 1.A.1)</i>

2016-2021 Strategic Function	
2.	Assure the university complies with all relevant federal and state laws, university policies, and requirements related to civil rights including all facets of promoting and monitoring equal employment opportunity and affirmative action, developing related educational programs, and preventing or responding to issues of harassment, discrimination, and bias.
2021 Outcome(s):	
<ul style="list-style-type: none"> • Policies and programs to effectively respond to reports of harassment and discrimination are revised, implemented, and reviewed on an on-going basis for improvement based on best practices and dynamic state and federal guidance. • More university-wide developed and supported Title IX and Affirmative Action programs are fully implemented and effective in both prevention and response. • The entire university is aware of policies and programs related to Title IX and Affirmative Action (non-discrimination and anti-harassment), and are active partners in implementation. • Incidents of bias, harassment, discrimination, and sexual misconduct are reduced across campus. • A comprehensive and coordinated policy and procedure related to bias, discrimination, harassment, affirmative action and sexual misconduct is in place for the university, and administered fairly, on a timely basis, and consistently. • The university has implemented a more proactive and educational development approach to compliance responsibilities and obligations, including an effective training and awareness program. • A social justice is the guiding principle for our historical and on-going compliance-related functions and activities. 	
2016-2017 Strategic Actions/Goals	
a.	100% of all senior managers and appointing officers will be trained on effective uses of Affirmative Action data, including availability analysis and setting placement goals. <i>(from 2015-2016, 1516.2.e)</i>
b.	Revise and administer hiring practices for internal hires, waived searches, and other practices, particularly for searches with Affirmative Action Plan placement goals. <i>(from 2015-2016, 1516.2.g)</i>
c.	Review and revise Affirmative Action and Equal Opportunity policies and protocols. <i>(from 2015-2016, 1516.2.c)</i>
d.	100% of the President's Cabinet will be engaged with the current Affirmative Action Plan. <i>(from 2015-2016, 1516.2.f)</i>
e.	60% of employees and students involved in UAS, Student Senate, and CVPT will receive updated sexual misconduct policy for comments and input. <i>(from Title IX, GVSU 3.B.1)</i>
f.	60% of full-time employees will complete online responsible employee training regarding sexual misconduct. <i>(from Title IX, GVSU 3.B.2)</i>

2016-2021 Strategic Function
3. Provide consultation and support to deans, colleges/schools, departments, and divisions to implement strategies that assist in achieving a more diverse and inclusive university through strategic planning, campus climate initiatives, program evaluation, pipeline development strategies, and recruitment and retention initiatives for underrepresented students, faculty, and staff.
2021 Outcome(s):
<ul style="list-style-type: none"> • The university views I&E as the leading partner and expert for diversity, inclusion, equity, and social justice on campus, and seeks consultation, advice and partnership in all university functional areas, including those not directly related to diversity. • I&E has established partnerships and collaborations with all university units. • Strategic Planning: Each academic and administrative unit has goals related to the university's strategic outcome/goal to be "diverse and inclusive" (GVSU 2016-2021 Strategic Plan). • Campus Climate: GVSU has demonstrated improved outcomes on key measures related to campus climate and the experiences and perceptions of underrepresented community members. • Pipeline: I&E has partnered with Enrollment Development, the College of Education, Graduate Studies, and others to develop and implement an effective pipeline strategy and key initiatives, including a summer pre-college experience, which increases GVSU's enrollment of underrepresented students at all levels. • Recruitment of Students: Partnerships with I&E and Enrollment Development yield ongoing increases of enrollment of underrepresented students at all levels. • Recruitment of Employees: A comprehensive inclusive hiring initiative is effectively used, which increases GVSU's recruitment of underrepresented employees in all units and roles. • Retention of Students: Partnerships with I&E, Student Services, and Academic Success reduce disparities in retention for underrepresented students at all levels. • Intersectionality is widely understood and actively practices in equity and inclusion efforts across the university. • Faculty engagement is increased in I&E.
2016-2017 Strategic Actions/Goals
a. Oversee an Inclusion Advocates Task Force in reviewing and evaluating the program and developing recommendations for enhancements, with a particular focus on training development.
b. 100% of all hiring committees for tenure track faculty and full-time AP positions will be required to meet with AA director or designee to review inclusive hiring practices. I&E will lead an effort to develop a more comprehensive inclusive hiring "toolkit" that focuses on actively using affirmative action and availability data, and engaging intentionally in pre- and post-hiring practices that advance diversity and inclusion. This will include reviewing Affirmative Action Plan placement goals, and engaging with all deans and senior managers with to discuss inclusive hiring goals and strategies for upcoming searches. (from 2015-2016, 1516.3.b)
c. All three Climate Action Plan committees will submit final plans for consideration. (from 2015-2016, 1516.3.h)
d. Equity, Planning, and Compliance Unit will consult with or provide workshops for 100% of academic units in advancing diversity of faculty from underrepresented groups (Black/African American, Latino/Hispanic, Native American,), LGBT, international and faculty with disabilities via invited consultation and workshops particularly in response to trends identified in anti-harassment policy violation reports and disaggregated campus climate data. (from 2015-2016, 1516.3.f)
e. At least 70% of faculty who participate in collaborative Pew FTLC/I & E professional development workshop (IETI) adopt inclusive instructional strategies. (Faculty Associates, GVSU 1.D.2)
f. 90% of students participating in GEAR UP will report increased awareness of post-secondary options. (Office of Multicultural Affairs, GVSU 1.B.1)
g. 90% of new student veterans will have two contacts with DSR advising in their first year at the university. (Disability Support Resources, GVSU 1.A.1)
h. The retention rate for registered DSR students will be at or above the rate of their GVSU peers for first to second year and second to third year retention rates. (Disability Support Resources, GVSU 1.B.2)

2016-2021 Strategic Function
4. Direct a comprehensive social justice education and intercultural competency for social justice program for the campus community, using both formal and informal delivery methods to address the broad range of relevant issues, in an effort to develop a shared understanding of social justice and equity and support continual self and professional development of all community members.
2021 Outcome(s):
<ul style="list-style-type: none"> • All members of the community hear <i>GVSU's Framework of Equity and Inclusion</i>, and I&E's social justice approach to equity and inclusion. • A majority of the community understands <i>GVSU's Framework for Equity and Inclusion</i>, and I&E's social justice approach to equity and inclusion. • At least 10% of the university has participated in social justice education training. • At least 5% of the university has completed a social justice education and intercultural competency for social justice program.
2016-2017 Strategic Actions/Goals
a. Develop and implement a Social Justice Education Training Program for faculty and staff. (from 2015-2016, 1516.4.a)
b. 100% of all new tenure track faculty and full time AP and PSS staff will complete an intercultural training module. (GVSU 2.B.2)
c. Increase attendance at annual university-wide Teach-In (to be held January 2017) by 10%. (Baseline: 2016 attendance was 1433.)
d. Increase the total number of GVSU faculty and staff trained by the Milton E. Ford LGBT Resource Center by 10%. (Baseline: In 2015-2016 300 students and 100 faculty/staff were trained.) (Milton E. Ford LGBT Resource Center)

2016-2021 Strategic Function
5. Represent the university in local, state, and national dialogues related to equity and inclusion and engage all members of the community in understanding the vision and values for social justice while advancing the university's reputation as a pioneer, content expert, and dedicated advocate.
2021 Outcome(s):
<ul style="list-style-type: none"> • GVSU is seen even more as a national model for equity and inclusion. • The community views GVSU and I&E as the leading partner and expert for diversity, inclusion, equity, and social justice in West Michigan, and seeks consultation, advice and partnership. • I&E has established partnerships and collaborations with all diverse community groups, organizations, and leaders. • Underrepresented and diverse communities view GVSU and I&E as a key ally and advocate. • GVSU provides leadership and advancement in West Michigan, the state, and nationally related to equity and inclusion.
2016-2017 Strategic Actions/Goals
a. Working with the association of State Universities of Michigan (formally, President's Council), initiate a convening of chief diversity officers at Michigan's public universities to discuss and determine shared possibilities. (from 2015-2016, 1516.5.d)

2016-2021 Strategic Function
6. Advocate for and demonstrate equity-mindedness in all university functions , particularly providing support for the continued evaluation, implementation, and updating, as necessary, of university policies, procedures, and planning, and monitoring of progress toward meeting the university's goal to be more diverse and inclusive.
2021 Outcome(s):
<ul style="list-style-type: none"> Metrics related to equity and inclusion in GVSU's 2016-2021 Strategic Plan are reached, with particular leadership in: <ul style="list-style-type: none"> 2. B.2: Orientation for all new employees includes intercultural training and development. Baseline: Fall 2014, 50%. (with Human Resources) 3. B.1: All university systems and policies ensure inclusiveness and accessibility. Baseline: A review of all university systems and policies will be conducted to serve as a baseline for improvement in 2016, with the objective to be reached by 2021. 3. B.2: At least 90% of the GVSU community report high levels of equity as characteristic of the institutional climate. Baseline: Responses from the 2011 Campus Climate Survey show that 60% of respondents report high levels of equity as characteristic of GVSU's institutional climate. All sectors of the university actively use disaggregated diversity-related data in decision-making support. Clear examples demonstrate equity is clearly enacted as a pervasive university-wide principle.
2016-2017 Strategic Actions/Goals
a. Review academic and administrative unit goals related to equity and inclusion items in GVSU's 2016-2021 Strategic Plan. (from 2015-2016, 1516.6.d)
b. 25% of the university's systems and policies will be reviewed based on a set of criteria that measures inclusivity and accessibility standards and 80% will meet the criteria. (modified from 2015-2016, 1516.6.e) (GVSU 3.B.1)
c. Propose a diversity accountability report, working with University Relations. (from 2015-2016, 1516.6.f)
d. 100% of all of the decision-making bodies on campus will be listed to understand where improvements are needed (with HRO, Provost's office, F&A). (GVSU 2.B.1)
e. At least 90% of the GVSU community report high levels of equity as characteristic of the institutional climate. (GVSU 2.B.2)