

The Division's Guiding Principles for 2015-2021

Report on 2016-2017 Goals/Actions

(See Framework document for Vision, Mission, Core Values, and 2021 Outcomes)

Report on 2016-2017 Strategic 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 .	
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. <i>(from 2015-2016, 1516.1.b)</i>	<ul style="list-style-type: none"> In progress, moved to 2017-2018.
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>	<ul style="list-style-type: none"> Completed. This goal has been met and is now embedded into the CWGE Ambassador curriculum.
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>	<ul style="list-style-type: none"> Removed. Not attainable due to current constraints and program dynamics. This goal has not been met and is being re-written to better reflect the affinity house nature of this living learning house vs. the academic nature that co-creators of GJH thought perhaps it might originally be.
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>	<ul style="list-style-type: none"> In progress, moved to 2017-2018. The Inclusive Excellence Teaching Institute (IETI) had 9 faculty participate in May 2016 and 9 different faculty participate in May 2017. To meet the goal of 20% increase, 11 faculty would have needed to participate in

	<p>May 2017. In Fall 2016, 108 faculty completed the Intercultural Development Inventory (IDI) process. The IDI work included pre and post survey meetings and 6 subsequent professional development sessions. Moving forward, strategic goals and baseline data need to be established for this professional development initiative.</p>
<p>e. At least 20 students will participate in training to develop Interfaith leadership skills. 80% of participants in interfaith training will report satisfaction with their involvement in the program. <i>(Campus Interfaith Resources, GVSU 1.A.1)</i></p>	<ul style="list-style-type: none"> Completed. GVSU hosted the Made in Michigan Interfaith Lab in September 2016, and had 50 students from 10 different campuses attend throughout the weekend for interfaith leadership training and opportunities. Of the total number (50) of students, 18 of those students were GVSU-affiliated. Survey results showed that participants were satisfied with the training. In Winter 2017, interfaith leadership opportunities continued through the Atlanta Interfaith Leadership Institute and on-campus service learning/solidarity event programs. Six students were involved in intensive leadership capacity for such programs, and with follow-up assessment of their experiences, they indicated satisfaction with the experience and eager to continue to doing more in the future.
<p>f. 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></p>	<ul style="list-style-type: none"> In progress, moved to 2017-2018. In fall 2016, the residential Campus Links program reported 11 students participated in a living learning community including CL 101 in the Campus Links Red program. <ul style="list-style-type: none"> 73% 8/11 participated in a service learning project. In the winter 2017, 82% 9/11 participated in MLK Make a Difference Day. <ul style="list-style-type: none"> 9 Campus Links Red students participated with 2 students from the Campus Links Blue program.
<p>g. 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></p>	<ul style="list-style-type: none"> In progress, moved to 2017-2018. 43.9% (18 of 41) FQA and 41.8% (38 of 91) of L&Q participants attended four or more group meetings.
<p>h. 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></p>	<ul style="list-style-type: none"> Achieved. 100% of Black Male Scholars and 100% of Laker Familia participants participated in a 1:1 assigned mentoring relationship.
<p>i. At least 50% of Laker Connections participants will be first-year students. <i>(Office of Multicultural Affairs, GVSU 1.A.1)</i></p>	<ul style="list-style-type: none"> In progress, moved to 2017-2018.

	<ul style="list-style-type: none"> 38% of Black Male Scholars, 28% of NIARA participants, and 63% of Laker Familia participants were first-year students.
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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.	
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. (from 2015-2016, 1516.2.e)	<ul style="list-style-type: none"> In progress, moved to 2017-2018.
b. Revise and administer hiring practices for internal hires, waived searches, and other practices, particularly for searches with Affirmative Action Plan placement goals. (from 2015-2016, 1516.2.g)	<ul style="list-style-type: none"> Completed. Highlights include: <ul style="list-style-type: none"> Improved delivery and communication of the VETS/IWD self-identification Interactive workshop for search chairs and IAs created Updates made to Anti-Harassment and Non-Discrimination policy Formalized Affirmative Action and EEO policy Created stricter requirements for internal searches and search waivers Updated IA and search chair evaluations
c. Review and revise Affirmative Action and Equal Opportunity policies and protocols. (from 2015-2016, 1516.2.c)	<ul style="list-style-type: none"> In progress, moved to 2017-2018. Anti-Harassment policy is under revision as of July 2017, procedures are being removed and created in a separate document.
d. 100% of the President's Cabinet will be engaged with the current Affirmative Action Plan. (from 2015-2016, 1516.2.f)	<ul style="list-style-type: none"> In progress. Moved to 2017-2018.
e. 60% of employees and students involved in UAS, Student Senate, and CVPT will receive updated sexual misconduct policy for comments and input. (from Title IX, GVSU 3.B.1)	<ul style="list-style-type: none"> Completed.
f. 60% of full-time employees will complete online responsible employee training regarding sexual misconduct. (from Title IX, GVSU 3.B.2)	<ul style="list-style-type: none"> Achieved. As of July 2017, 77% of current employees had completed the training. Going forward, all new hires will be required to complete the training as part of the onboarding process.

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.	
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.	<ul style="list-style-type: none"> Completed and ongoing. A method for evaluation of the Inclusion Advocate and search process has been implemented for each search in order to continue measuring program efficacy.
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)	<ul style="list-style-type: none"> Ongoing. Proposals have been submitted to create an online module for all search committee chairs Inclusive Hiring Symposium is planned for Fall 2017 Retention Symposium is planned for Winter 2018 Moved to 2017-2018
c. All three Climate Action Plan committees will submit final plans for consideration. (from 2015-2016, 1516.3.h)	<ul style="list-style-type: none"> Completed. Plans were submitted in March 2017.
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)	<ul style="list-style-type: none"> Ongoing. Moved to 2017-2018.
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)	<ul style="list-style-type: none"> In progress, moved to 2017-2018. In 2017, nine faculty participated in the IETI. A survey will be created and the data collected in December 2017. Strategies for collecting the data on those who completed the IDI will be developed and administered in Winter 2018.
f. 90% of students participating in GEAR UP will report increased awareness of post-secondary options. (Office of Multicultural Affairs, GVSU 1.B.1)	<ul style="list-style-type: none"> Not met. 87% of students from Innovation Central, 87% of students from Ottawa Hills and 82% of students from Union High reported an increased awareness of post-secondary options.
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)	<ul style="list-style-type: none"> In progress, moved to 2017-2018. In 2016-2017, 70% of new student veterans had two contacts with DSR advising.
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)	<ul style="list-style-type: none"> Achieved. Of 115 FTIAC students who registered with DSR in Fall 2014, 104 (90%) were retained compared to 83.8% for the university as a whole In Fall 2015, of 56 new FTIACs, 48 (86%) were retained.

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.	
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)	<ul style="list-style-type: none"> In progress. Moved to 2017-2018.
a. 100% of all new tenure track faculty and full time AP and PSS staff will complete an intercultural training module. (GVSU 2.B.2)	<ul style="list-style-type: none"> In progress. Moved to 2017-2018.
b. Increase attendance at annual university-wide Teach-In (to be held January 2017) by 10%. (Baseline: 2016 attendance was 1433.)	<ul style="list-style-type: none"> Not achieved. Attendance decreased. Changes to existing model have been made to address this challenge.
c. 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)	<ul style="list-style-type: none"> Achieved. In 2016-2017, the Center provided training for 123 GVSU faculty and staff.

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.	
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)	<ul style="list-style-type: none"> Completed. Chief Diversity Officers were convened in January 2017.

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.	
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)	<ul style="list-style-type: none"> Completed.
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)	<ul style="list-style-type: none"> In progress, moved to 2017-2018. Tool has been adopted from the Intersectionality Based Policy Analysis Framework (IBPAF).
c. Propose a diversity accountability report, working with University Relations. (from 2015-2016, 1516.6.f)	<ul style="list-style-type: none"> In progress, moved to 2017-2018.

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). <i>(GVSU 2.B.1)</i>	<ul style="list-style-type: none"> • In progress, moved to 2017-2018.
e. At least 90% of the GVSU community report high levels of equity as characteristic of the institutional climate. <i>(GVSU 2.B.2)</i>	<ul style="list-style-type: none"> • Did not meet this year. In the 2015 climate survey, 82% of the community reported high levels of equity as a characteristic of the climate.