

## **Campus Climate Implementation Committee (CCIC) Student Sub-Group Recommendations Summary**

The CCIC student sub-group has developed recommendations based on specific data and analysis of the study, input from campus partners, and its own experiences/perceptions in its members' various roles.

### **KEY FINDINGS AND RECOMMENDATIONS**

The list of recommendations is divided into nine major themes: classroom climate; harassment/hostile environment; recruitment; cross-cultural learning; mentoring; spirituality; financial hardship; attrition/sense of belonging; and sexual violence.

#### **CLASSROOM CLIMATE**

- Create an Ombuds position. This is supported in the *myGVSU Executive Summary* (p. ix) provided by Sue Rankin.
- Develop a “Student Bill of Rights” that lets GVSU students know what they can expect from their academic and campus experience at GVSU.
- Offer “classroom inclusion” training for new full-time faculty that goes beyond the 60 – 90 minutes provided during new faculty orientation in August.
- Encourage college deans to support “classroom inclusion” training options for seasoned faculty and involve department chairs and/or associate/assistant deans.
- Utilize campus partnerships to provide the above mentioned training at a variety of times and formats to meet faculty needs.

#### **II. HARASSMENT/HOSTILE ENVIRONMENT**

- Make the existing services that address harassment claims better known to students.
- Define bullying for the campus community and develop policy/procedures to address such behavior.

#### **III. RECRUITMENT**

- Develop an inventory of the existing pipeline programs at the University. Use this information to create ongoing reporting and assessment as it relates to institutional diversity goals.
- Enhance the GVSU University Accountability Report 2011-12 (p. 24) with internal goals for moving the University forward on this issue, utilizing the institutions in Michigan (that are not Wayne State, University of Michigan, and Michigan State University) – the “little 12” – as the comparison institutions for benchmarking students of color.
- Form a campus-wide taskforce to examine our relationships with Grand Rapids, Muskegon, and Holland Public Schools, specifically, to see how GVSU can establish trust and a connection from the city to the campus.

- Create different marketing (billboards, advertisements, etc.) to recruit students from these local school districts. The messaging may be different than in other places and more specific.
- Include sexual orientation in the admission's application material as has been done by University of Iowa. Suggested language for optional question: "Do you consider yourself a member of the LGBTQ (lesbian, gay, bisexual, transgender, or queer) community?"
- Administer bridge programs to support student retention.
- Utilize best practice models when designing integrated retention and program efforts for specific populations of students. These should be campus-wide committees that utilize a variety of offices and, in turn, perspectives.

#### **IV. CROSS-CULTURAL LEARNING**

- Support the work of the Internationalization Committee to grow the number of international students, the number of students studying abroad, and the opportunities for interaction and learning in the classroom and beyond.
- Further support and enhance the work that Maria Cimitile is doing to increase institutionalized efforts to diversify the curriculum.
- Enhance the Communities of Practice (CoP) model.
- Expand the Communities of Practice (CoP) model to include students OR consider hosting the "Intergroup Dialogue" model across campus.
- Specific to spiritual diversity – make "interfaith dialogues" a regular option at the institution.
- Support "Change U: Social Movements in the Making." This programming is designed to help students develop a better understanding of local, state, national and international justice issues and equip them to be effective global citizens.
- Make certain that all syllabi have GVSU's non-discrimination statement explicitly stated. The syllabi might also include information on where students can go if they have concerns.
- Encourage intentional partnerships between the Intercultural Training Certificate (ITC) with campus offices that work with campus offices that work with these issues and have strong partnerships with community (i.e. Disability Services, Office of Multicultural Affairs, LGBT Resource Center, Padnos International Center, Women's Center).

#### **V. MENTORING**

- Tie mentoring to the activity report for faculty to begin to show its value as a part of the "service." Ask the Provost/Deans to talk about it during appropriate planning times and be certain it is covered with the Provost's Cabinet and faculty director/chair training.
- Provide a permanent budget for mentoring programs that give students of color opportunities to be mentored via a culturally sensitive, non-assimilation model.

#### **VI. SPIRITUALITY**

- Create more intentional spaces for students of diverse faith traditions to practice their faith traditions.

- Be intentional with regard to our public events (i.e.: COT lunch, President's Ball, Commencement, Clock Tower music, Enrichment Dinner) to make space for non-believers by making sure certain comments and music are inclusive of diverse religious traditions. Written guidelines and a template for possible language should be widely distributed to create a model for how to introduce events/meals by offering a time for reflection rather than a specific prayer.
- Include a clause about the Religious Inclusion Policy in all syllabi on campus.
- Consider organizing/providing bus transportation on weekends for students to a variety of places of worship.

## **VII. FINANCIAL HARDSHIP**

- Create a workable space for the student food pantry during the Kirkhof Center renovation that is happening in summer 2014.
- Enhance the Children's Enrichment Center (CEC) to incorporate more comprehensive services that could benefit pregnant and parenting students (more than 1,000 identified in Fall 2012), faculty and the community.
- Include socio-economic/class issues as a part of diversity training for faculty, staff and students.
- Work as a campus community to market the FAFSA deadline each year (by March 1). Many students miss the deadline which results in their being ineligible for possible grants and scholarships.

## **VII. ATTRITION/SENSE OF BELONGING**

- Be more specific in the exit interview that is conducted by the Registrar's office. Ask questions about "campus climate" issues around inclusion.
- Provide an early move-in program for students of color and other possible groups of students (we already do this for Freshman Academy, but it is an academic institute and only 50 students can participate). Consider the model at Ohio State University – *Todd Anthony Bell Center Program*. This program allows students to get connected to other students and to campus in meaningful ways before becoming overwhelmed with transitions and other start-up tasks. This concept is currently being researched for Hispanic/Latino students at GVSU.
- Utilize recommendations by the Facilities Users Needs Assessment Committee (FUNAC) for the GVSU Recreation Center and Fieldhouse. These recommendations were made to make our recreation facilities and programs more inclusive and accessible.
- Implement the recommendations made by the Gender Identity and Expression Committee (GIEC).
- Fund the assistant director position in the LGBT Resource Center to show commitment similar to that of other identity centers on campus (i.e. Women's Center, Office of Multicultural Affairs and Disability Resource Services) which have multiple assistant director positions.
- Develop a list of regional/national peer institutions with whom we would compare regarding racial diversity.
- Invest in finding ways to utilize partnerships in the community (i.e. the Chamber of Commerce) to help find retail space and support for businesses that provide necessary

basic needs for underrepresented students (i.e. help to open a barber shop/salon that is able to provide culturally relevant services) in Allendale.

### **VIII. SEXUAL VIOLENCE**

- Provide resources to permanently fund the current Violence Against Women Grant Coordinator position as an “Advocate” position so that we do not rely on grant dollars to provide the necessary assistance to students.
- In addition to Bias Incident Protocol/TAB and Speak UP! messages, a senior management team member should address the students about campus climate. This message should communicate that inclusion at GVSU is not just about race, but also includes socio-economic status, sexual orientation, gender, gender identity and expression, ability status, religion, etc.