

College of Community and Public Service

School of Criminal Justice (SCJ)

School of Public & Non-Profit Management (SPNHA)

Hospitality & Tourism Management (HTM)

School of Social Work (SSW)

| Action Area 1: Access and Equity – Recruitment and Retention (faculty, staff, students) | | | | |
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| Goal | Strategy | Objectives | Measures | Progress |
| Increase the presence of faculty from underrepresented groups (Latino, Native American, African American), LGBT, international and faculty with disabilities | <p>Utilize university Affirmative Action Plan to identify underutilization for minorities and women</p> <p>Network with diverse professional associations</p> <p>Advertise in diverse publications</p> | <p>Use of Affirmative Action Plan (AAP) as systemic part of the hiring and recruitment process</p> <p>Sponsor and support conferences, workshops, alumni, students, etc. that support a diverse vision</p> | <p>Percentage used</p> <p>Number of supported events</p> <p>Percentage used</p> <p>Any increase in underrepresented faculty 2008-2011?</p> | <p>Inclusion Advocates are utilized in all CCPS units during hiring processes.</p> <p>The SCJ uses the AAP guidelines in all advertisements for hiring.</p> <p>Over the past 3 years, the HTM department has added 5 new faculty. As a result of the hiring process 40% (2 of the 5 new hires) would be considered minority candidates. The current breakdown of the HTM team is as follows:</p> <p>13 full time faculty</p> <p>4 Female (31%)</p> <p>9 Male (69%)</p> <p>2 Minorities (15%)</p> <p>Many SPNHA faculty are involved with nonprofit board service with diverse faculty.</p> <p>The SPNHA advertises with diverse organizations and list serves with active recruitment plans</p> <p>The SPNHA has a diverse faculty and staff</p> <p>The SSW faculty is currently diverse, however when hiring new faculty</p> |

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| | | | | <p>professional marketing strategies and newspapers that reach diverse groups are employed.</p> <p>SSW faculty (e.g., Dr. Green-Smith) have presented to the Delta Sigma Theta youth group on bullying.</p> |
| Promote CCPS to minority students | <p>Explore university participation in the POSSE program and/or other models that support minority student recruitment/retention</p> <p>Develop pipeline programs for middle school students to cultivate interest/enhance preparation for specific disciplines</p> | <p>Sponsor programming opportunities to engage middle school population (e.g. GRPS, Central City) and present CCPS opportunities (e.g. anti-bullying programs, Lies-that-Bind, etc.)</p> | Number of programs | <p>The SCJ does not currently have any programs specifically intended for middle school students.</p> <p>The HTM department is actively engaged in promoting both the program and the CCPS to minority students. To this end, the unit has recently established a student chapter of the National Society of Minorities in Hospitality which will have appeal to all students pursuing a HTM major (not just those from minority backgrounds).</p> <p>The HTM works annually on inviting students from a local career tech center (Holland) to visit campus and learn about GVSU and HTM careers. Although not middle school students, many are considering attending college and options are presented to them regarding career choices. The cohorts that visit are typically a mix of students, including many minorities.</p> <p>The SPNHA has a number of scholarships that assist minority</p> |

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| | | | | <p>students.</p> <p>The SPNHA has a number of active student associations that involve minorities, such as “The Project.”</p> <p>Some faculty and staff (e.g., Quincy Williams) are members of Black Leaders Aspiring for Critical Knowledge (BLACK).</p> <p>SSW faculty (e.g., Dr. Berlin) co-founded and continue to work with the GVSU-LGBT Center.</p> <p>SSW faculty (e.g., Dr. Chung) founded and continues to work with the Asian Center.</p> <p>SSW faculty (e.g., Dr. Green-Smith) serves as Chair of the Grand Rapids Teen Summit, working with teens on HIV-AIDS issues.</p> <p>SSW faculty (Professor Owens) presents Kwanzaa to the Grand Rapids community each year.</p> <p>SSW faculty (e.g., Dr. Lopez-Arias) works with the West Michigan Hispanic Center.</p> |
| Develop plan for recruitment/admission process for graduate students | Identify financial resources to support the effort | Sponsor programming opportunities to engage middle school population (e.g. GRPS, Central City) | Number of sponsored events | The SCJ has historically presented programs during the summer on bullying (e.g., Dr. Christine Yalda has coordinated such activities). |

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| Goal | Strategy | Objectives | Measures | Progress |
| | Facilitate recruitment of under-represented minority representation required for federal grants across the institution | and present CCPS opportunities (e.g. anti-bullying programs, Lies-that-Bind, etc.) | | <p>The SPNHA engages in a Polish exchange program responsible for bringing dozens of international students to the its programming.</p> <p>The SPNHA provides International Students including graduate assistantship support.</p> <p>The SPNHA faculty participate in Laker's Night Out.</p> <p>SPNHA faculty (e.g., Quincy Williams) serves on an ad-hoc GVSU committee for minority recruitment and retention led by Regina McClinton.</p> <p>SSW faculty (e.g., Professor Owens) conducts information sessions at the GRPS to inform high school students in the inner city of Social Work baccalaureate education options.</p> |

| Action Area 1: Access and Equity – Policy/Administrative Initiatives | | | | |
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| Goal | Strategy | Objectives | Measures | Progress |
| Provide representation from CCPS for the Inclusion and Equity Advisory Board | | Provide representation from CCPS | Number of representatives? | The HTM currently has one qualified Inclusion Advocate (Allison Adams) but has recently encouraged 3 other faculty to engage in training (Dr. Michael Sciarini, Dr. Michael Scantlebury and John Lipford). |

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| | | | | <p>An SPNHA faculty member (i.e., Quincy Williams) serves as a SPNHA/CCPS representative on Advisory Board.</p> <p>The SSW has one faculty member (i.e., Dr. Schott) serving as an Inclusion Advocate, however no one currently serves on the Board.</p> |

| Action Area 2: Campus Climate | | | | |
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| Goal | Strategy | Objectives | Measures | Progress |
| Conduct climate study of faculty, staff, and students utilizing internal and external consultation | Promote broad campus consultation in process due to mixed/negative perceptions from campus community regarding validity and methods utilized for 2005 climate study | Serve on University Climate Committee | Consider having a representative on climate study's Next Steps Committee | <p>The SCJ is interested in the participation of a faculty member on the committee, none serve currently.</p> <p>The SPNHA has attempted to address climate by dramatically improving graduate assistant space.</p> <p>The SPNHA practices a welcoming open-door policy by staff and faculty.</p> <p>The SSW has no members on this committee, however the unit has evaluated its own program climate. From this, the SSW has reconfigured space for Graduate Assistants so they can work more efficiently.</p> |

| Action Area 3: Diversity in Curriculum/Co-curriculum | | | | |
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| Goal | Strategy | Objectives | Measures | Progress |
| Reward and value course content that integrates culturally diverse perspectives (race, class, disability, sexual orientation, religion, etc.) where appropriate | <p>Develop local community connections with diverse cultural groups</p> <p>Create course-based and co-curricular opportunities</p> | <p>Have diverse groups from the community present at class</p> | <p>Number of classes with community speakers</p> <p>Number of opportunities created</p> | <p>The SCJ do not have any data on such presentations, however, it is working to establish a tracking system.</p> <p>Due to the applied nature of hospitality business, the introduction and inclusion of industry speakers in class is a regular occurrence. While more efforts could be done to encourage greater participation from minorities, faculty regularly seek out people in positions within industry that relate to the topics in class. Sometimes speakers are invited to speak on cultural differences and minority issues.</p> <p>Endemic to the SPNHA program, many diverse speakers are included across many courses. In addition, service learning projects with diverse organizations are a staple.</p> <p>The SSW has a number of classes where issues of culture and diversity are infused. For example, SW300,</p> |

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| | | | | SW461, and SW600 are primarily structured around culture and diversity issues/topics. |
| Develop/implement/co-sponsor diversity/inclusion campus-wide training/education workshops/programs | New Director of Intercultural Training to collaborate with partners | Have an annual CCPS conference that includes diversity/inclusion perspectives | Conference held? | <p>SPNHA faculty (e.g., Quincy Williams) have taught ICE100 Intercultural Competencies Experience</p> <p>Numerous SPNHA students attend many Johnson Center for Philanthropy workshops.</p> <p>SPNHA faculty (e.g., Priscilla Kimboko) coordinates an annual Aging Conference.</p> <p>SPNHA faculty (e.g., Quincy Williams) serve as a facilitator for Institute for Healing Racism and serves on Latino Outreach Community and Board of Lakeshore Ethnic and Diversity Alliance.</p> <p>SSW faculty (e.g., Dr. Berlin) conduct on-going support groups for LGBT populations.</p> <p>SSW faculty (e.g., Berlin) participate in the National Coming Out Day and Day of Silence.</p> <p>SSW faculty (e.g., Dr. Green-Smith) co-chairs the Western Michigan AIDS walk.</p> <p>SSW faculty (e.g., Professor Owens) conducts and presents cultural competency trainings for the GVSU</p> |

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| Action Area 4: Organizational Learning – Community Outreach | | | | |
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| Goal | Strategy | Objectives | Measures | Progress |
| Facilitate and sustain an effective mechanism for establishing partnerships and collaborations with Grand Rapids Public Schools | Superintendent of GRPS's: areas of interest | Sponsor programming opportunities to engage in collaboration | Number of meetings Number of sponsored events | A large number of SPNHA alumni work at LINC and their Believe to Become partnership with GRPS. The SSW Field Office, (directed by Dr. Imungi) maintains a close working relationship with GRPS through several field education placements. |