



**I am, You are, We are Lakers**

**Inclusion Plan of the  
College of Liberal Arts & Sciences**

**2009**

**Produced by the Grassroots Inclusion Taskforce  
(GrIT)**

## Members of the 2009 CLAS Grassroots Inclusion Taskforce

Petra Alsoofy, Student  
Jeanine Anderson, Student  
Peter Anderson, Classics  
Samantha Andrus-Henry, School of Communications  
Frederick J. Antczak, CLAS  
Rebecca Bolen, Student  
Kathleen Blumreich, English  
Amanda Cuevas, formerly of the CLAS Academic Advising Center  
Lindsay Ellis, English  
Monica Johnstone, CLAS  
Ben Knight, Student  
Nancy K. Mack, Mathematics  
Karen Meyers, Regional Math & Science Center  
Louis Moore, History  
Keith Oliver, Physics  
Paul Stephenson, Statistics  
Donna St. Louis, Student  
Mark Williams, Music

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Special thanks also to the Diversity Recruitment and Retention Committee Task Force of 2005-2006 on whose shoulders we stand:

Julianne M. Vanden Wyngaard, Chair Emeritus  
Nancy K. Mack, Chair Pro-tem  
Regina McClinton, former Co-Chair Pro-tem  
Majd Al-Mallah  
Leigh Eicke  
Jorge Lopez  
Sango Otieno  
Senez Rodriguez-Charbonier  
Karel Swanson  
Yosay Wangdi

Preservation of one's own culture does not require contempt or disrespect for other cultures.

**Cesar Chavez**

I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

**Maya Angelou**

Be the change that you want to see in the world.

**Mohandas Gandhi**

Gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development and building good governance.

**Kofi Annan**

I learned to make my mind large, as the universe is large, so that there is room for paradoxes.

**Maxine Hong Kingston**

All young people, regardless of sexual orientation or identity, deserve a safe and supportive environment in which to achieve their full potential.

**Harvey Milk**

If we cannot end now our differences, at least we can help make the world safe for diversity.

**John F. Kennedy**

The only way to make sure people you agree with can speak is to support the rights of people you don't agree with.

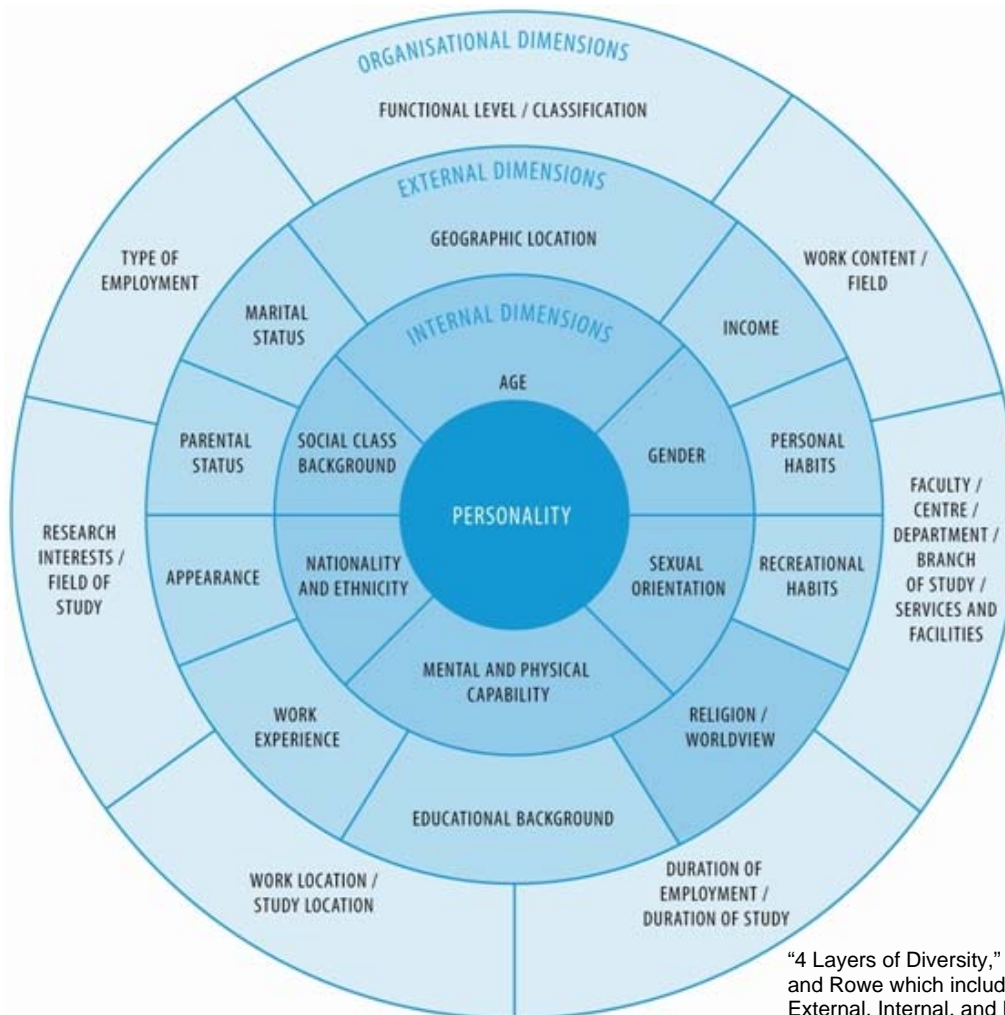
**Eleanor Holmes Norton**

## What diversity and inclusion are

Diversity may be defined by those characteristics that distinguish individuals within a given community. We recognize that GVSU values, respects, nurtures and pursues diversity in its community. These may include, but are not limited to, the following characteristics listed in alphabetical order: age, area of scholarly interest, employment status (faculty, staff), ethnicity, gender, mental and physical capability, nationality, parental status, politics, race, religion, sexual orientation, socio-economic background, and veteran status. The value we place on diversity is evident in our respect for these differences and the recognition of the similarities that all people share regarding their humanity.

Inclusion means more than just acknowledging and/or tolerating differences. Inclusion is the set of conscious practices that involve:

- Practicing mutual respect for qualities, experiences, perspectives, and practices that are different from our own.
- Utilizing the talents, experiences, perspectives, and practices of all people (or faculty, staff, students, parents, alumni, administrators, and community members) as a means of improving the university environment.
- Building alliances across differences so that we can work together to build vibrant academic communities.



"4 Layers of Diversity," based on Gardenswartz and Rowe which include Organizational, External, Internal, and Personality Dimensions of Diversity. [From *Diverse Teams at Work*, Gardenswartz & Rowe (Irwin, 1995)]

Gardswarz and Rowe's diagram above suggests the complexity of the characteristics, some of which overlap, that make up our shared humanity. The Taskforce noted the difficulty in describing them all: race is not completely subsumed under nationality and ethnicity, all economic factors are not described in terms of income or social class, and so on.

## CLAS contributes to an inclusive GVSU community

The College of Liberal Arts & Sciences Faculty and staff touch the lives of virtually every student at GVSU. CLAS is and must be a model of inclusiveness and the source of creative solutions to challenges we face as a diverse learning community. Not only does CLAS support the GVSU Inclusion Plan, it also has many on-going initiatives of its own.

With more than 500 faculty and staff providing 63% of instruction at the University, the ways in which inclusiveness are supported within CLAS are themselves many and diverse.

The Grassroots Inclusion Taskforce identified ways in which the College can and will continue to

- strengthen our recruitment and retention of diverse and excellent faculty, staff, and students
- increase access to the benefits of education
- share the pedagogies of inclusion
- improve the climate within our campus community and in the wider community, and
- enrich our cultural competency at every level.

There is a shared belief that this is best achieved from a wide base with the participation of all stakeholders so that all voices are heard and the richness of the process ensures an inclusive result.

## Examples in the tradition of CLAS inclusion

- Act on Racism is a student-oriented group at Grand Valley State University. Brought together in 2005 by Professor Jennifer Stewart, the group members strive to increase awareness of contemporary racism. To achieve this, the members reenact racist incidents that have occurred on Grand Valley's campus and in its communities. Following each performance, the audience is given the opportunity to ask questions about controversial issues regarding race and ethnicity. The members of Act On Racism hope that their performances will bring about a better understanding of implicit institutional and everyday racism.
- Under the banner of GVSU Veterans History Project, the History Department and the University Library proudly became established as a collecting and archive partner of the Library of Congress in this national project. Under the direction of Dr. James Smither, students and faculty—together with area schools, partner organizations, and volunteers from the community—are preserving and storing veterans' stories and experiences .
- Run by the Regional Math & Science Center, Science Technology & Engineering Preview Summer Day Camp for Girls (STEPS) is a four day, day-camp introduction to the exciting world of technology and engineering! Campers will participate in a variety of workshops that will give them hands-on experience with high-tech equipment and processes. Program activities during the week for STEPS include designing, manufacturing, and flying a radio-controlled airplane.
- For the past four years, Art Education students have had special need groups from Holland and Hudsonville visits and work on site. The students also painted and donated two large murals to the Allendale Elderly and Rehabilitation Home.
- Michigan State University College of Human Medicine and Grand Valley State University entered into an agreement that provides a link between pre-medical students at Grand Valley and MSU's medical school. Students interested in caring for underserved populations will complete a program of enriching clinical and service experiences as well as academic advising directed toward admission to MSU College of Human Medicine. Guidance is provided to these students by the CLAS Academic Advising Center staff.
- Working Classics is a philosophy seminar which combines traditional classroom discourse with elements of community organizing, urban study, and student teaching. Each semester, courses of study in the Liberal Arts are offered to residents in the Grand Rapids community and a correctional facility. GVSU students, working with one another and with faculty input, develop a course they will teach to the community or prison participants over 7-8 weeks.

The CLAS Inclusion Plan is designed to support all relevant elements of the GVSU Inclusion Plan. These elements are denoted in **highlight**.

Action Area 1: Access and Equity – Recruitment and Retention (faculty, staff, students)				
Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
Increase presence of faculty from underrepresented groups	Utilize university Affirmative Action Plan to identify underutilization for minorities and women	<ul style="list-style-type: none"> <li>Well chosen placement of advertising of positions</li> <li>Promote to all UHs use of Inclusion Advocates in hiring</li> <li>Support initiatives such as International faculty group</li> <li>Provide new faculty information which is relevant and useful</li> <li>Strive for best practice mentoring of faculty</li> </ul>	Fall 2009  CLAS Office 2 Inclusion Advocates by Fall 2009  CLAS Standards for Tenure & Promotion doc. consultation Fall 2009	<b>Deans (P)</b> Office of the Provost Division of Inclusion and Equity -Office of Affirmative Action  CLAS Faculty Council
Promote a more holistic approach to undergraduate admissions to increase access/diversity Increase the presence of students from historically underrepresented groups (Latino, native American, African American) Increase the presence of international students	Obtain and incorporate latest research on predictors of success beyond GPAs and test scores into admissions process Focus additional recruitment efforts in diverse local areas such as Holland, Grand Rapids, Muskegon, Benton Harbor, Flint, Wyoming, etc. Provide information and consultation in support of individual college recruitment efforts as requested. Develop a community college initiative that follows students through their 2 years and supports	<ul style="list-style-type: none"> <li>Encourage participation of faculty with varied cultural competencies in the orientation process</li> <li>Facilitate the translation of materials written for parents (see Action Area 2)</li> <li>Partner with Alumni Relations and CLAS Alumni on recruitment in relevant localities</li> <li>Support departmental outreach efforts in K-12 schools</li> <li>Devise a FTIAC recruiting strategy emphasizing diversity in majors</li> </ul>	Winter 2010  Winter 2010  Diversify CLAS Website images of the majors Winter 2011	Associate Dean Office of Admissions (P) <b>All Interested College Faculty</b> and Regional Sites Division of Student Services Office of Multicultural Affairs Division of Inclusion and Equity Enrollment, Development, Planning and Assessment Committee (EDPAC) Regional Math & Science Center Annis Water Resources Institute

Action Area 1: Access and Equity – Recruitment and Retention (faculty, staff, students)				
Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
	successful transition to GVSU. Identify/address barriers to access for transfer students.			
	<p>Review/evaluate effectiveness of Freshman Academy Program – summer vs. academic year format</p> <p>Explore university participation in the POSSE program and/or other models that support minority student recruitment/retention.</p> <p>Formalize support to guidance counselors who can provide support to students aspiring to GVSU</p> <p>Develop pipeline programs for middle school students to cultivate interest/enhance preparation for specific disciplines.</p>	<ul style="list-style-type: none"> <li>Support outreach efforts by the CLAS Academic Advising Center</li> <li>Individual departments have programs (AWRI, Classics, etc.)</li> <li>Mailing of CLAS Quadrennial Report to guidance counselors in 3 county area</li> <li>Support outreach efforts of the Regional Math &amp; Science Center</li> </ul>	<p>ongoing</p> <p>ongoing</p> <p>Fall 2009</p> <p>Annual programs such as Science Olympiad, STEPS Camp. Also Health Professions Camp for GRPS (new for Summer 2010). All individually assessed</p>	Deans or their designees (P)
Develop plan for recruitment/admission process for graduate students	minority representation required for federal grants across the institution	Ensure all relevant CLAS departments are aware of the development of this plan		Division of Graduate Studies (P) Grad Council Individual Departments AD Jann Joseph

**Action Area 1: Access and Equity – Policy/Administrative Initiatives**

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
Reconfigure Division of Inclusion and Equity Advisory Board to better support the work of the Division of Inclusion and Equity	<p>Establish a university committee to advise Division of Inclusion and Equity (University Inclusive Excellence Team – possible new name)</p> <p>Solicit participation of a representative from each college, administrative division, undergrad and grad student representatives</p> <p>Multi-year appointments with rotating terms except in the case of students which may need to change annually</p> <ul style="list-style-type: none"> <li>• May also include UAS, AP, COT, and affinity group representatives (Padnos International Center, LGBT, etc.)</li> <li>• Review composition of University's Strategic Planning 2010 Committee as a possible model</li> </ul> <p>Group will provide advice regarding DAC recommendations, Inclusion Implementation Plan process, and other critical issues</p>	<ul style="list-style-type: none"> <li>• Coordinate efforts between ICE and IAC</li> </ul>		<p>Division of Inclusion and Equity (P)</p> <p>Deans</p> <p>Senior Management Team</p> <p>UAS/ECS</p>
Improve quality of research from a diversity/inclusion perspective	Develop a plan to diversify human research subjects	<ul style="list-style-type: none"> <li>• Associate Dean for Professional Development and Administration to coordinate with relevant CLAS departments</li> </ul>		<p>Graduate Studies and Grants Administration (P)</p> <p>IRB</p> <p>Resource and Development</p> <p>FTLC</p> <p>Other Interested Centers and Institutes with Research Funding</p>

Action Area 2: Campus Climate				
Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
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 Include a focus on issues of collegiality Review University of Wisconsin-Madison climate work as a potential model	Encourage participation of the faculty and staff of CLAS in this survey. Ask faculty to promote the survey in their courses to encourage students to participate.		Division of Inclusion and Equity (P) Provost's Office People of Color Network Other interested faculty and staff LGBT Faculty/Staff Association Padnos International Center UAS GVSU Statistics Consulting Center
Design and implement schedule of "Opportunities to Dialogue about Race" and other inclusion-related topics such as disability, class, religion, sexual orientation, etc.	Monthly breakfast dialogues on inclusion topics Consider small faculty and/or staff discussion groups	Promote these events through CLAS Happenings, CLAS Acts and UH mailings	Fall 2009	Division of Inclusion and Equity (P) Office of Multicultural Affairs All Colleges and Interested Faculty Deans FTLC LGBT Center Women's Center
Support the work of campus groups dedicated to inclusion, diversity, and access (such as TRIO, McNair Scholars, FTLC, cultural clubs, PIC, LGBT Center, Women's Center, OMA, international students and faculty)		Promote events and programs of these groups through CLAS Acts, UH Mailing and the CLAS website (and alumni Facebook page, if appropriate)  Co-sponsorship of appropriate events	Winter 2010	CLAS Office
Support the work of CLAS Faculty serving in extra-college roles, such as Honors College,		Promote events and programs of these groups through CLAS Acts, UH Mailing and the CLAS	Fall 2009	CLAS Office



CSCE, FTLC, Area Studies		<p>website (and alumni Facebook page, if appropriate)</p> <p>Advocate for faculty, staff and student voices on all inclusion related committees</p>		
Increase visibility of existing inclusion and diversity opportunities	<ul style="list-style-type: none"> <li>• Relevant film series</li> <li>• Veterans History Project</li> <li>• "Up From the Bottoms" documentary</li> <li>• talks by students and faculty who have returned from overseas programs</li> <li>• Language and Culture events (such as Italy &amp; the Sea, French Festival)</li> <li>• Language journals</li> <li>• Act on Racism</li> <li>• Special Lectures</li> <li>• The Freshman Academy</li> </ul>	<ul style="list-style-type: none"> <li>• Promote events and programs of these groups through CLAS Acts, UH Mailing and the CLAS website. Alumni Newsletter and alumni Facebook page</li> <li>• Ensure that the Lanthorn and News &amp; Information Services are informed of such opportunities</li> <li>• Provide photos to the web team</li> <li>• Enter CLAS events on University Planning Calendar</li> <li>• Invite CLAS Alumni Board to a cultural event</li> </ul>	Fall 2009	Director of CLAS Communications & Advancement
Increase the availability of relevant information in languages in addition to English	<ul style="list-style-type: none"> <li>• Provide translations of relevant materials for parents of students</li> <li>• Invite Teach Liberal Education web page statements in languages in addition to English</li> </ul>	<p>Facilitate translation of relevant materials by volunteers</p> <p>Launch in conjunction with Parent and Family Program Manager (University Development) and GVSU Web team</p>	Provide online parent information in at least 2 more major languages by 2011	<p>Director of CLAS Communications &amp; Advancement</p> <p>Interested faculty and students</p>
Support inclusive atmosphere at College events through food choices and presentation	<ul style="list-style-type: none"> <li>• Provide menu in advance on college Web site</li> <li>• Provide vegetarian choices</li> <li>• Include labeling that</li> </ul>	Allow faculty, staff, alumni and students to break bread together at College events with the confidence that dietary restrictions can	Beginning with Fall 2009 events, provide this information whenever possible.	CLAS COT staff CLAS Web master

	<p>makes clear whether known allergens, meat, seafood, dairy are included</p> <ul style="list-style-type: none"> <li>• Encourage labeling by catering services</li> </ul>	<p>be accommodated to the degree practical, and provide information in advance on web site.</p>		
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### Action Area 3: Diversity in Curriculum/Co-curriculum

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
Reward and value course content that integrates culturally diverse perspectives (race, class, disability, sexual orientation, religion, etc.) where appropriate	Develop local community connections with diverse cultural groups Create course-based and co-curricular opportunities to encouraging discussion of issues of inclusion, diversity, and equity.	<ul style="list-style-type: none"> <li>• Provide faculty forums for sharing pedagogical approaches</li> <li>• Provide time at Unit Head meetings for sharing of best practices in relevant areas and post notes to website</li> <li>• Work with Cultural Competency Certificate program to highlight diversity courses to assist in advising</li> </ul>	<p>Start Fall 2010</p> <p>Implement starting Fall 2009</p> <p>Fall 2011</p>	<p>UCC/College Curriculum Committee (P)</p> <p>Individual college faculty, particularly those involved in teaching general education requirements, ethnic and/or religious studies majors/minors</p> <p>Faculty Teaching and Learning Center</p>
<p>Develop/implement diversity/inclusion campus-wide training/education workshops/programs</p> <p>-----</p> <p>Co-sponsor Inclusion and Equity related conferences/programs across campus</p>	<p>New Director of Intercultural Training to collaborate with partners</p> <p>-----</p> <p>Raise awareness and understanding of inclusion issues</p>	Promote training & workshops to CLAS departments	Fall 2009	<p>Division of Inclusion and Equity (P)</p> <p>FTLC – Advisory Committee</p> <p>FTLC</p> <p>All Other Interested Colleges and Faculty</p> <p>-----</p> <p>Division of Inclusion and Equity (P)</p> <p>Office of Multicultural Affairs</p> <p>All colleges and VP/SMT Divisions</p>

Action Area 4: Organizational Learning - Internal				
Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
Training and organizational development	Provide training on a variety of inclusion-related topics including effective interviewing	Promote training & workshops to CLAS departments  College Office personnel to undergo training	TBA	Division of Inclusion and Equity (P) NSF Advance Grant Faculty
Provide consultation and intervention to departments/units to ameliorate workplace conflict	unconscious bias, cultural competence*, ADA, Proposition 2, etc. Utilize professional theatre groups and "train the trainer" concept Review/revise Diversity Workshops called "On Demand" Enhance training for multicultural assistants and academic advisors	<ul style="list-style-type: none"> <li>Support training of CLAS Academic Advising Center staff</li> <li>Invite program director to speak to UHs</li> </ul>	Ongoing	All Interested Faculty Student Services

#### Action Area 4: Organizational Learning – Community Outreach

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
Facilitate and sustain an effective university-wide mechanism for establishing partnerships and collaborations with Grand Rapids Public Schools - do the same for other districts with diverse populations (i.e. Muskegon, Holland, etc.)	<p>Superintendent of GRPS's: areas of interest</p> <p>Centers of innovation</p> <p>Mentoring/tutoring programs for high school students</p> <p>High school reform/ opportunities for students to accelerate completion of high school/dual enrollment programs in senior year</p> <p>Cultural competence training for GRPS teachers</p> <p>Helping teachers encourage appropriate parental involvement.</p> <p>Study teachers' perceptions of students and the impact of their perceptions on their expectations of students.</p> <p>Teach pedagogy of creating a culture of optimism</p> <p>Create/prepare pool of teachers who <b>want</b> to work in urban schools</p>	<p>Coordinate with faculty and staff already doing or interested in doing K-12 outreach/teacher training</p>	Ongoing	<p>COE (P)</p> <p>All Interested Colleges and Faculty</p> <p>Division of Inclusion and Equity</p> <p>Deans</p> <p>Charter School Office</p>
Develop and nurture key partnerships and relationships with community entities doing (or interested in doing) similar inclusion work	<p>Maintain active membership in Grand Rapids Chamber of Commerce Cultural Competency Council</p> <p>Institute for Healing Racism</p> <p>Partners for a Racism Free Community, etc.</p>	<p>Coordinate with existing contacts related to projects such as</p> <ul style="list-style-type: none"> <li>Prof. Joseph's Gaining Early Awareness and Readiness for Undergraduate Programs/College Day Program (GEAR UP/CD)</li> </ul>	Ongoing	<p>Division of Inclusion and Equity (P)</p> <p>Interested Colleges and Faculty</p>

	Create a list of organizations outside of campus that we as an institution can/should support	<p>to area school children</p> <ul style="list-style-type: none"> <li>• Art &amp; Design's mural project for the African Center</li> <li>• Prof. Roberts' film on 10th Anniversary Video for Plymouth Congregational United Church of Christ</li> </ul>		
Enhance faculty, staff, student involvement in TRIO and Upward Bound Programs	Identify and publicize volunteer opportunities	Promote and update on TRIO etc. in CLAS Acts or UH mailings	Winter 2010	TRIO/Upward Bound (P) Interested Colleges and Faculty Interested Student Groups Division of Inclusion and Equity

Our cultural diversity has most certainly shaped our national character.

**Julie Bishop**

Diversity: the art of thinking independently together.

**Malcolm Forbes**

Diversity for the sake of diversity is not an accomplishment or a step forward. It's what you bring to the table.

**Charlie Gonzalez**

Diversity in the world is a basic characteristic of human society, and also the key condition for a lively and dynamic world as we see today.

**Jinato Hu**

Diversity has been written into the DNA of American life; any institution that lacks a rainbow array has come to seem diminished, if not diseased.

**Joe Klein**

We need diversity of thought in the world to face the new challenges.

**Tim Berners Lee**

Society is unity in diversity.

**George H. Mead**

It were not best that we should all think alike; it is difference of opinion that makes horse races.

**Mark Twain**

We have become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams.

**Jimmy Carter**

Life lies in diversity, not in monotony.

**M.K. Soni**

Diversity is not about how we differ. Diversity is about embracing one another's uniqueness.

**Ola Joseph**

At bottom every man knows well enough that he is a unique being, only once on this earth; and by no extraordinary chance will such a marvelously picturesque piece of diversity in unity as he is, ever be put together a second time.

**Friedrich Nietzsche**

If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place.

**Margaret Mead**