

College of Liberal Arts and Sciences

| Action Area 1: Access and Equity - Recruitment and Retention (faculty, staff, students) | | | | |
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| Goal | Strategy | Objectives | Measures | Progress |
| Promote a more holistic approach to undergraduate admissions to increase access/diversity | Obtain and incorporate latest research on predictors of success beyond GPAs and test scores into admissions process | <ul style="list-style-type: none"> Encourage participation of faculty with varied cultural competencies in the orientation process | | |
| Increase the presence of students from historically underrepresented groups (Latino, native American, African American) | Focus additional recruitment efforts in diverse local areas such as Holland, Grand Rapids, Muskegon, Benton Harbor, Flint, Wyoming, etc. | <ul style="list-style-type: none"> Facilitate the translation of materials written for parents (see Action Area 2) | | CLAS Academic Advising Center personnel and Associate Dean for students participate in recruitment in the East side of state and Lansing, yearly. CLAS faculty speak at these events for admissions. |
| Increase the presence of international students | <p>Provide information and consultation in support of individual college recruitment efforts as requested.</p> <p>Develop a community college initiative that follows students through their 2 years and supports successful transition to GVSU.</p> <p>Identify/address barriers to access for transfer students.</p> | <ul style="list-style-type: none"> Partner with Alumni Relations and CLAS Alumni on recruitment in relevant localities Support departmental outreach efforts in K-12 schools Devise a FTIAC recruiting strategy emphasizing diversity in majors | Diversity CLAS Website images of the majors Winter 2011 | <p>CAAC transfer orientation supports the CC strategy, and in Transfer research to enhance student success.</p> <p>Done. New images will be added as events take place.</p> |
| | Review/evaluate effectiveness of Freshman Academy Program - | <ul style="list-style-type: none"> Support outreach efforts by the CLAS Academic Advising | Ongoing | |

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| | <p>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> | <p>Center</p> <ul style="list-style-type: none"> Individual departments have programs (AWRI, Classics, etc.) Mailing of CLAS Quadrennial Reports to guidance counselors in 3 county area Support outreach efforts of the Regional Math & Science Center | <p>Ongoing</p> <p>Annual programs such as Science Olympiad, STEPS Camp. Also Health Professions Camp for GRPS (new for Summer 2010). All individually assessed</p> | <p>SHAPE camp, Science Olympiad, STEPS camp, Super Science Saturday, and Grandkids, Grandparents Grand Valley (G3) reports show extensive CLAS faculty and student involvement in these programs. Regional Math and Science (RMSC) assessment report has data for all but G3 and SHAPE (health professions camp).</p> <p>Dir. of CLAS Communications participates in Science Olympiad Awards ceremony and on board of new G3 Camp.</p> <p>Associate Dean for Students is on the student advisory board for first generation and low income students.</p> |
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| Action Area 2: Campus Climate | | | | |
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| Goal | Strategy | Objectives | Measures | Progress |
| Increase the availability of relevant information in languages in addition to English | <ul style="list-style-type: none"> Provide translations of relevant materials for parents of students Invite Teach Liberal Education web page statements in languages in addition to English | <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 | Changes to the admissions website ended this initiative in 2011. |
| Support inclusive atmosphere at College events through food choices and presentation | <ul style="list-style-type: none"> Provide menu in advance on college Web site Provide vegetarian choices Include labeling that makes clear whether known allergens, meat, seafood, dairy are included Encourage labeling by catering services | <p>Allow faculty, staff, alumni and students to break bread together at College events with the confidence that dietary restrictions can be accommodated to the degree practical, and provide information in advance on website.</p> | Beginning with Fall 2009 events, provide this information whenever possible. | For each event, a menu has been chosen which is inclusive of those with dietary restrictions. Each menu has been posted on the website at least 2 days prior to the event. |

| 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 to teach about white privilege.</p> | <ul style="list-style-type: none"> Provide faculty forums for sharing pedagogical approaches Provide time at Unit Head meetings for sharing of best practices in relevant areas and post notes to website Work with Cultural Competency Certificate program to highlight diversity courses to assist in advising | <p>Start Fall 2010</p> <p>Implement starting Fall 2009</p> <p>Fall 2011</p> | <p>Two CLAS Teaching Roundtable events were held in 2010 and 2011, respectively.</p> <p>Best practices were shared and materials were posted on the website.</p> <p>ICE has been given significant support through CLAS Dean's Office on website, documents, time at UH meetings.</p> |

| Action Area 4: Organizational Learning - Internal | | | | |
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| Goal | Strategy | Objectives | Measures | Progress |
| 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 | Promotion of IA events and training has occurred in UH Mailings and UH Meetings. CLAS Office staff has undergone training sessions together and two additional members of staff became Allies & Advocates. The Director of CLAS Communications provides communications support to Allies & Advocates. |
| Provide consultation and intervention to departments/units to ameliorate workplace | Provide training on a variety of inclusion-related topics including effective interviewing, unconscious bias, cultural | <ul style="list-style-type: none"> Support training of CLAS Academic Advising Center staff Invite program director to speak to | Ongoing | These efforts are ongoing. |

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| conflict | <p>competence*, ADA, Proposition 2, etc.</p> <p>Utilize professional theatre groups and “train the trainer” concept Review/revise Diversity Workshops called “On Demand”</p> <p>Enhance training for multicultural assistants and academic advisors</p> | UHs | | |
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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 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, | <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>Coordinate with faculty and staff already doing or interested in doing K-12 outreach/teacher training</p> | Ongoing | <p>Faculty involved in K-12 outreach and teacher training were featured in CLAS publications.</p> |

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| etc.) | <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 want to work in urban schools</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>Create a list of organizations outside of campus that we as an institution can/should support</p> | <p>Coordinate with existing contacts related to projects such as</p> <ul style="list-style-type: none"> • Prof. Joseph's Gaining Early Awareness and Readiness for Undergraduate Programs/College Day Program (GEAR UP/CD) to area school children • Art & Design's mural project for the African Center | Ongoing | <p>[Note: Prof. Joseph has left GVSU]</p> <p>Helped ICE produce Executive Summary materials to extend their program into the community.</p> |

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| | | <ul style="list-style-type: none">• Prof. Roberts' film on 10th Anniversary Video for Plymouth Congregational United Church of Christ | | |
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