

**Finance and Administration Division  
Grand Valley State University  
Inclusion Implementation Plan 2008-2011**

An important part of the University's Inclusion Implementation Plan 2008-11 is the development of a divisional plan to support and facilitate the overall University plan. The Vice President for Inclusion and Equity asked every college and vice president/provost division take on the challenge of defining its own vision for how to "move beyond" the status quo when it comes to embedding inclusion and equity into the daily operations of their respective areas.

**INTRODUCTION**

The Finance and Administration Division Inclusion Implementation Plan is this division's defining of our own terms and development of our action steps to implement the University plan and our additions to it. In creating this plan the Division joins the University in its journey toward creating the most inclusive campus possible.

Our model, following the lead of the University model, focuses on five major principles:

1. Accountability - highlights the need for responsible monitoring of the development and implementation of program initiatives. The model emphasizes that clear goals and specific managers and reporting structures must be in place.
2. Inclusiveness - signifies that a diverse representation of faculty, staff, and, students will be included on committees, in the curriculum, and in programs.
3. Shared responsibility - means that all campus community members, individually and as institutional units, have a responsibility to create a welcoming environment.
4. Evaluation - mechanisms are essential to assess for changing needs and program modifications.
5. Institutionalization - is necessary to ensure that diversity initiatives become a permanent part of the university structure. Specific accountability and implementation plans are needed at all levels of the university. While these procedures add somewhat to the level of bureaucracy, they keep the focus on diversity as an institutional priority

The goal of Inclusive Excellence is embraced by the Finance and Administration Division. We will not only talk inclusion we will make plans to move towards it. Through participation in this process to date, the Division has been making progress towards our goal of inclusive excellence. All Division staff are expected to participate in learning experiences to increase cultural awareness and increase our competencies. Divisionally we all support the University Strategic Plan related to Inclusion, equity and intercultural Learning in ALL aspects of University Life.

A significant action to realize these objectives in the Division is the creation of the Finance and Administration Intercultural Advisory Committee, referred to later in this document. The committee will be charged with assisting with the divisional implementation of this plan, assessing divisional environment and planning for the division related to inclusion. The committee reports directly to the Vice President for Finance and Administration.

## **GRAND VALLEY STATE UNIVERSITY STRATEGIC POSITIONING: STRATEGIC PLAN 2008-2010**

### **Value Statement**

#### **Diversity and Community**

A range of thoughtful perspectives is necessary for open inquiry, liberal education, and a healthy community. Recognizing this, we seek and welcome a diverse group of students, faculty, and staff. We value a multiplicity of opinions and backgrounds and seek ways to incorporate the voices and experiences of all into our university. We value our local community and embrace the participation of individuals and groups from Michigan, the nation, and the world. We also encourage participation in educational opportunities abroad. In order to foster a healthy and diverse environment, we will act with integrity, communicate respectfully, and accept responsibility for our words and actions.

### **Goal Four**

Promote inclusion, equity and intercultural learning in all aspects of university life.

#### **Strategy**

Create a comprehensive, systemic, and measurable framework for curricular and co-curricular educational excellence that incorporates diversity at its core.

#### **Objectives:**

- To develop a common understanding of the definition and the importance of diversity
- To provide access by enrolling, supporting, retaining, and graduating all students, including economically disadvantaged students, first generation students, students of color, international students, and any other underrepresented population and by recruiting and retaining diverse faculty and staff who foster an intellectual, supportive, and nurturing environment for educational excellence

- To create and provide interculturally inclusive content in the courses, programs, and experiences across all academic offerings and in the social dimensions of the campus environment
- To develop an inclusive community that promotes intercultural learning that engages all of its diversity in the service of student growth and organizational development
- To undertake initiatives in intentional ways that enhance intercultural competence, cognitive complexity and the ability to work in and bring leadership to diverse groups

### **Strategy**

Build collaborations with West Michigan that promote inclusion, equity and the integration of diversity.

### **Strategic Imperatives**

There are five imperatives embedded in the goals of the strategic plan that will be the subjects of additional attention and priority: enrollment management, facilities master planning, human resources planning, inclusion and equity, and broadening the base for financial support. These areas of focus serve the university goals of providing quality education, creating a vibrant campus culture, and effective financial resource allocation directly. They also indirectly serve the other five goals as well as reinforce the university's commitment to accountability.

## **HIGHER LEARNING COMMISSION OF NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS STATEMENT ON DIVERSITY**

The commission recognizes that much of the vitality that characterizes the higher education system in the United States is derived from the diversity found within the universe of organizations that comprise it. The commission further recognizes that the diversity inherent among the people of the United States enriches American higher education and contributes to the capacity that students develop for living in a culturally pluralistic and interdependent world.

Diversity is represented in many forms, ranging from differences in organizational mission and educational levels to differences in the ideas, viewpoints, perspectives, values, religious beliefs, backgrounds, race, gender, age, sexual orientation, human capacity, and ethnicity of those who attend and work in the organizations. Individual and group differences add richness to teaching and learning, and also challenge them. People become more aware of the differences and similarities in a variety of ways, including through the processes of discovery and exploration, interaction, collaboration, and partnering. In this context, the commission champions diversity as a value to be upheld, and it looks to its member organizations promote diversity in both concept and practice as they realize their respective missions.

Recognizing diversity is one of the values embraced by the commission in its overall statement of mission and its new Criteria for Accreditation. Therefore, member organizations are encouraged to evaluate their respective missions, visions, values, and character to determine how well they address issues of diversity when providing enriching educational experiences and services for their constituencies. Organizations teach by example; they model approaches to diversity by conducting their operations in an equitable and just manner.

An organization that provides diverse experiences for its constituencies establishes an environment in which greater intellectual development can occur, and from which its constituencies can learn that focusing on commonalities, while understanding differences, binds peoples and cultures. Valuing diversity relates to experiencing it; thus, people in an environment that encourages inclusiveness and discourages acts of insensitivity and disrespect can become more enlightened. The commission urges its member organizations to create and maintain teaching and learning environments that provide educational opportunities for diverse individuals and groups. In addition, the commission urges its member organizations to provide learning environments, larger than its classroom settings, in which students can contribute to and learn from the diversity that broad life exposure offers.

The commission recognizes the value that member organizations place on their histories, traditions, and missions and the effect of such factors on their policies and practices. Therefore, the Commission does not prescribe a set of actions to address issues of diversity. However, through its Criteria, the Commission does expect its member organizations to evidence positive responses to issues of diversity and to show the relationship of those responses to the integrity of their operations.

(The Higher Learning Commission of NCA)

## FINANCE AND ADMINISTRATION DIVISION PLAN TIMELINE

YEAR	PHASE	ACTION
Year 1  Academic Year 08-09	<b>Phase I:</b> Finance and Administration Taskforce w divisional plan, reviewed and approved by divisional senior management team.	Taskforce meets over summer 2009 to draft divisional plan. Plan elements include 4 action areas: 1) Access and Equity; 2) Campus Climate; 3) Diversity in Curriculum/Co-Curriculum; and 4) Organizational Learning.
	<b>Phase II:</b> Review and Recommendations	The Division of Inclusion and Equity will review all plans and provide a recommendation for further revision or signify readiness for implementation. Individual colleges/VP units will have more or less work to do based on the depth of inclusion- related initiatives/strategies already in progress.
Year 2  Academic Year 09-10	<b>Phase III:</b> Implementation	Division work to implement plan. Progress report will be sent to the Division of Inclusion and Equity by September 2009.
	<b>Phase IV:</b> Community Update (Bringing all constituents to the table)	The Division of Inclusion and Equity will publish the first annual community update in October, 2009.
Year 3  Academic Year 10-11	<b>Phase V:</b> Taking Implementation to the Next Level	Division reconvenes a different taskforce to review and choose to revise/refine their plans based on the outcome of the community update and/or additional consultation with the Division of Inclusion and Equity.
	<b>Phase VI:</b> Evaluation of Processes/ Outcomes (Inclusive Excellence Scorecard)	Progress towards Plan goals will be an item included in Appointing Officers annual review. Acknowledge successes as a community before the next 3-year planning cycle begins.

**FINANCE AND ADMINISTRATION (F&A) DIVISIONAL STRATEGIES, OBJECTIVES, MEASURES**  
**(To be more fully developed by accountable units)**

<b>Action Area 1: Access and Equity – Recruitment and Retention (faculty, staff, students)</b>				
<b>Goal</b>	<b>Strategy</b>	<b>Objectives</b>	<b>Measures</b>	<b>Accountable Unit(s)</b> <b>P=Primary</b>
Increase the presence of staff from underrepresented groups (Latino, Native American, African American), LGBT, international and staff with disabilities	Utilize university Affirmative Action Plan to identify underutilization for minorities and women  Network with diverse professional associations  Advertise in diverse publications	Utilize data from F&A Division Utilization Data.	Plans for all areas of underutilization	<b>F&amp;A Senior Management Team (P)</b>  Division of Inclusion and Equity - Office of Affirmative Action
Enhance language support for international students	Better understand the challenges and barriers for faculty, staff and students with other native languages	Offer education to Divisional staff on this subject.	Education programming offered in 2010-11	<b>F&amp;A Intercultural Advisory Committee (P)</b>  Vice President's Office International Office
Promote a more holistic approach to undergraduate admissions to increase access/diversity without lowering standards Increase the presence of students from historically underrepresented groups (Latino, native American, African American)				

Goal	Strategy	Objectives	Measures	Accountable Unit(s) <b>P=Primary</b>
Increase the presence of international students	Increase the presence of student employees (and interns) from underrepresented groups and international students	<p>Determine current F&amp;A student baseline data and make plans.</p> <p>Seek input from F&amp;A student employees and interns.</p> <p>Look at this diversity and increase if needed</p>		<p><b>F&amp;A Senior Management Team (P)</b></p> <p>Divisional Unit Heads</p> <p>Student staff interviewers</p>
Coordinate/develop services to recruit & support veterans pursuing a degree	<p>Divisional Support</p> <p>Assist in recruitment</p>	Determine current F&A veterans baseline data and make plans.	Support suggested services	<p><b>Enrollment, Development, Planning and Assessment Committee (P)</b></p> <p>All Divisional Staff</p>
Create/enhance scholarship/financial aid administration in a post Proposal 2 arena	<p>Focus on academic advising, financial aid and general support services.</p> <p>List of targeted scholarship funds to give to</p>	Encourage staff to donate to these scholarship funds (such as the Urban Scholarship Fund)		<b>Financial Aid Office (P)</b>
Enhance recruitment & retention practices for faculty and staff	Review Human Resources internship program to determine options for expansion and/or replication			<p><b>Office of Affirmative Action (P)</b></p> <p>Human Resources</p> <p>University Counsel's Office</p>

Goal	Strategy	Objectives	Measures	Accountable Unit(s) <b>P=Primary</b>
	----- Continue to explore/review any tenure clock stoppage/family friendly/trailing partner policies for faculty and work life/flex schedule issues for staff -----	----- Tenure clock policy approved by Board in April 09. Flex project underway -----	----- Flex policy implemented w10 -----	----- <b>Office of the Provost (P)</b> ECS/FPPC <b>Human Resources</b> -----
	----- Review new staff orientation process for appropriate focus on diversity and inclusion -----	----- Review all parts of new staff orientation for inclusion -----	----- Summer 2010 -----	----- <b>Human Resources (P)</b> Division of Inclusion and Equity -----
	----- Facilitate better communication about existing information available to assist faculty with permanent residency process • Information/ network of resources -----	----- New information packets are now available -----	----- Do these make a positive difference to new international faculty -----	----- <b>Human Resources (P)</b> Padnos International Center -----
	----- Effectively utilize Affirmative Action plan to identify colleges, departments in need of special effort searches to address under-utilization of women and minorities -----	----- ----- -----	----- ----- -----	----- <b>Office of Affirmative Action (P)</b> -----
	----- Connect Human -----	----- Add to HR Web and -----	----- Added to hiring -----	----- <b>Human Resources (P)</b> -----



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	Resources to Fair Housing of Michigan to incorporate materials and/or promote ongoing interactions to support diverse candidates/hires	hiring training	and Web information November 09	<b>Office of the Provost</b>  Division of Inclusion and Equity  Human Resources
	Design professional development opportunities for COT and AP staff	Plan up for consideration to the Budget Committee in August '09	Career Coach hired and initial program phase underway	
	Review/update COT job descriptions for uniformity between current descriptions and actual jobs being performed	Review all COT Job Descriptions as positions become open	Updating all descriptions as vacancies occur this year.	
	Design a plan for developing job descriptions for AP positions to include at minimum, core competencies required	Initial Meeting of Job Description Committee to begin this process	Plan TBD, however add as many formal JDs as possible in 2010-11	
	Offer effective interviewing training to include a focus on assessing cultural competence	Review current interview training and consider additions to accomplish this	Training offered with every search	
	Review/enhance system	Benchmark with others	Benchmarking	

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	of exit interviews for departing faculty/staff  Continue annual review of pay equity and compression issues in addition to case by case reviews, as needed, with an eye toward increasing the transparency of this process	for “best practice” exit interview process, keep centralized  Ongoing. More information on the HR web and in development	continuing through summer 2010, any chances implemented fall 2010  Pay equity review of both faculty and EAP staff jobs this year. No inequity uncovered	
Address physical accessibility issues	Work closely with Facilities Master Planners to ensure that problem areas are identified and remediated	New system/process with DSS in the center	Annual review of the issues	<b>Disability Support Services (P)</b>  Facilities Staff
<b>Action Area 1: Access and Equity – Policy/Administrative Initiatives</b>				
Configure F&A Intercultural Advisory Committee to this work.	Establish a F&A Divisional committee to advise the F&A Vice President  Solicit participation of a representative from each Division unit	Institute a F&A Intercultural Advisory committee to advise the VP and do assessment and planning for the division	Committee to be appointed and charged summer 2010	<b>Vice President for Finance and Administration (P)</b>  F&A Senior Management Team
Develop consistent policy/approach to appointing interim directors and adjunct				Division of Inclusion and Equity (P)  Human Resources

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APs				
Design F&A Division incentives and recognition strategies to promote inclusion implementation strategies • Reward and value service – related activities  • Reward both processes and outcomes	Use F&A divisional funds as start-up for inclusion programs and initiatives	Finance and Administration Advisor Committee recommend incentives to Vice President Bachmeier  Divisional recognition at Divisional Forum	Recognition at every Forum	<b>F&amp;A Intercultural Advisory Committee (P)</b>  F&A Senior Management Team  Division of Inclusion and Equity
Create alignment among Allendale, Pew, Traverse City, Muskegon, and Holland campuses	Promote a “one university” philosophy in terms of inclusion and equity training and programs  Review transportation options to facilitate student, faculty, and staff learning opportunities at Muskegon and Holland sites	F&A Support wherever possible		<b>Intercultural Advisory Committee (P)</b>  F&A Senior Management Team  Pew Campus Operations and Transportation Services
Develop university ombudsperson function proposal • Mediation, problem-solving for faculty and staff	Review previous proposals  Benchmark other institutions	Divisional staff participation in this role  Divisional Committee participation in discussion/development		<b>Office of the Provost (P)</b>  Human Resources  University Counsel’s Office  Division of Inclusion and Equity

Goal	Strategy	Objectives	Measures	Accountable Unit(s) <b>P=Primary</b>
				ECS
Annual AP/COT Staff Performance Review: Existing diversity component must be meaningful, not simply a “check the box” activity	Provide appropriate training for fulfilling diversity component of the performance appraisal form • May be incorporated into general training re: performance appraisal system	Develop clear information	Disseminate to staff on regular basis. Make part of Assessment training available with the 2009-10 Performance Assessment	<b>Human Resources (P)</b> F&A Intercultural Advisory Committee Division of Inclusion and Equity
Develop plan to clarify and publicize salary bands – AP staff in particular – need more transparency	Place salary bands on WEB page and offer discussion on system to AP staff		Completed December 2009	<b>Human Resources (P)</b>
Review annual COT luncheon format	Examine rationale for not providing awards as in AP luncheon format  Work with the COT Training and Development Committee	Complete by: 11/30/09		<b>Human Resources (P)</b>
<b>Action Area 2: Campus Climate</b>				
Consider conducting a climate study of Divisional staff	Not a duplicate of University wide study	Discussion by Divisional Committee and Divisional Senior management team	Representation	<b>F&amp;A Intercultural Advisory Committee (P)</b>  F&A Senior Management Team Division of Inclusion and Equity

Goal	Strategy	Objectives	Measures	Accountable Unit(s) <b>P=Primary</b>
Review turnover rates of women and minorities by division (AP staff)	Already done annually  Report to University Senior Management Team, F&A Senior Management Team and F&A Intercultural Advisory Committee	Review findings and take appropriate action		Human Resources (P)  F&A Senior Management Team  F&A Intercultural Advisory Committee
Create a mechanism for roundtable or other informal discussions among self-identified “change agents” from all campuses	Facilitate group discussions for problem-solving  Ethnic food events	Add to F&A Division activities/planning		F&A Intercultural Advisory Committee (P)  F&A Senior Management Team
Develop supports for non- traditional students	Assess needs of this group	Many are student employees and F&A divisional support should be available		F&A Intercultural Advisory Committee (P)  OMA, WC, LBGT
Develop training for staff regarding interactions with non-traditional students	F&A Inclusion Committee to assess needs of this group	Develop workshops for F&A staff to meet these needs	Fall ‘10	F&A Intercultural Advisory Committee (P)  International Friends and Faculty
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	Support these campus wide events divisionally with participation and attendance	Review annual participation at these events	Division of Inclusion and Equity (P)  OMA, WC, LBGT  F&A Intercultural Advisory Committee
Continue to support the individual and	Provide F&A Division consultation, program co-	Encourage F&A participation wherever	F&A Participation	Division of Inclusion and Equity (P)

Goal	Strategy	Objectives	Measures	Accountable Unit(s) <b>P=Primary</b>
collaborative efforts of campus groups that promote inclusion and equity	sponsorship	possible		F&A Intercultural Advisory Committee VP for F&A
Design/enhance mechanism(s) to bring students of color and faculty of color together	Develop informal mentoring/support opportunities for students	Encourage F&A participation wherever possible	F&A Participation	Office of Multicultural Affairs (P) Division of Inclusion and Equity People of Color Network
Design/enhance mechanism(s) to bring international students and faculty together	Develop informal mentoring/support opportunities for students	Encourage F&A participation wherever possible	F&A Participation	Padnos International Center (P) International Friends and Faculty Division of Inclusion and Equity
Design/enhance mechanism(s) to bring LGBT students and LGBT faculty together	Develop informal mentoring/support opportunities for students	Encourage F&A participation wherever possible	F&A Participation	LGBT Faculty Staff Association (P) LGBT Resource Center Division of Inclusion and Equity
Participation on religion task force chaired by Vice Provost Bart Merkle	Enhance campus inclusiveness for all religious groups – policies, protocols, publications should reflect the services/needs of multiple faith perspectives	Encourage F&A participation wherever possible	F&A Participation	Division of Student Services (P) University Counsel's Office Division of Inclusion and Equity Padnos International Center
<b>Action Area 3: Diversity in Curriculum/Co-curriculum</b>				
Develop/implement diversity/inclusion campus-wide training/education	New Director of Intercultural Training to collaborate with partners	Human Resources involvement in program development and promotion		Division of Inclusion and Equity (P) FTLC – Advisory Committee

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workshops/programs				FTLC  All Other Interested Colleges and Faculty
----- Co-sponsor Inclusion and Equity related conferences/programs across campus	----- Raise awareness and understanding of inclusion issues	----- Encourage F&A Divisional participation wherever possible	F&A Participation	----- <b>Division of Inclusion and Equity (P)</b>  Office of Multicultural Affairs  All colleges and VP/SMT Divisions
Revise model of commemorating MLK holiday	Establish planning committee comprised of faculty, staff and students - interruption of university business as usual is necessary for meaningful activity  - expand activity beyond the one day format	Encourage F&A Divisional participation wherever possible	F&A Participation	<b>Division of Inclusion and Equity(P)</b>  Office of Multicultural Affairs  Provost Office  Academic Services  ECS
Foster, promote, and reward interactions between diverse groups and majority groups (students)	Identify and set aside funding available for cross-group collaborations  Include a focus on understanding religious holidays	Divisional Representation on MLK Day committee  Encourage F&A Divisional participation wherever possible	Linda Yuhas is on the committee  F&A Participation	<b>Student Services (P)</b>  Office of Multicultural Affairs  LGBT  Women's Center  Student Senate
Utilize student generated strategies to enhance co-curricular experience	Options for consideration (from GVSU – Advertising and Public Relations Class) include:  Seminar for students	Athletics Department involvement on planning groups lead by Student Services	?	<b>Student Services (P)</b>  Office of Multicultural Affairs  Division of Inclusion and Equity

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	<p>communicating benefits of diversity/cultural competence on the job market</p> <p>Cancel class for dialogue events</p> <p>Use opinion leaders from faculty and athletes to push inclusion message through flyers on all campuses</p> <p>Diversity segment in Transitions</p> <p>Diversity “student of the month” – recognition for students involved in diversity-related work</p> <p>Educate faculty on importance of not stereotyping diverse students</p> <p>Diversity blog</p> <p>Calendar of events</p> <p>Cultural competency speakers by field – extra credit as incentive</p> <p>Start a “movement” unifying diverse students</p>			<p>LGBT Center</p> <p>Women’s Center</p> <p>Athletics Department</p>



Goal	Strategy	Objectives	Measures	Accountable Unit(s) <b>P=Primary</b>
	<p>– affirmations and membership card</p> <p>Designate a location for students to share their creative diversity expressions</p> <p>“Walk in my Shoes” event with required paper</p>			
<b>Action Area 4: Organizational Learning - Internal</b>				
<p>Training and organizational development</p> <p>Provide consultation and intervention to departments/units to ameliorate workplace conflict</p>	<p>Provide training on a variety of inclusion-related topics including effective interviewing, unconscious bias, cultural competence*, ADA, Proposition 2, etc</p> <p>Utilize professional theatre groups and “train the trainer” concept</p> <p>Review/revise Diversity Workshops called “On Demand”</p> <p>Enhance training for multicultural assistants</p>	<p>Human Resources participation</p> <p>Encourage F&amp;A Divisional participation wherever possible</p>	F&A Participation	<p><b>Division of Inclusion and Equity (P)</b></p> <p>NSF Advance Grant Faculty</p> <p>All Interested Faculty</p> <p>Student Services</p>

\* Cultural Competence – (a) Understanding culture and its function in human behavior and society, recognizing the strengths that exist in all cultures (b) Ability to demonstrate competence in the provision of services that are sensitive to individuals’ cultures and to differences among people and cultural groups (c) Obtaining education about and seeking to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability, etc. (*National Association of Social Workers*)

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	and academic advisors			
Strengthen university's level of cultural competence (domestic/international)	Establish a Native American Community Advisory Board  Other community advisory boards may be established as needed	Encourage F&A Divisional participation wherever possible	F&A Participation	<b>Division of Inclusion and Equity (P)</b>  Padnos International Center
Support an appropriate inclusion focus for 50 <sup>th</sup> Anniversary celebration	Work with planning committee to highlight success stories of early grads from the 60s and 70s, etc	Divisional Representation on 50 <sup>th</sup> committee	Many reps. From F&A on committee; considering inclusion in events	<b>50<sup>th</sup> Anniversary Committee (P)</b>  Division of Inclusion and Equity  Office of Multicultural Affairs  Alumni Relations
Enhance university communication mechanisms for educating/informing community about inclusion and equity issues	Add "Inclusion Activity" section to university calendar in an effort to enhance participation in co-curricular programs (Should include beyond campus events)  Develop specific system for reporting on university- community partnerships	Encourage F&A Divisional participation wherever possible	F&A Participation	<b>Institutional Marketing/News and Information Services (P)</b>  Student Services  Division of Inclusion and Equity
<b>Action Area 4: Organizational Learning – Community Outreach</b>				
Facilitate and sustain an effective university-wide	Superintendent of GRPS's: areas of interest  Centers of innovation	Assist in this University effort - join with Divisional participation	HR Schools of Hope program and participation	<b>COE (P)</b>  All Interested Colleges and Faculty

Goal	Strategy	Objectives	Measures	Accountable Unit(s) <b>P=Primary</b>
<p>mechanism for establishing partnerships and collaborations with Grand Rapids Public Schools</p> <p>- do the same for other districts with diverse populations (i.e. Muskegon, Holland, etc.)</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 work with affluence</p> <p>Study teachers' fear of students and the impact of that fear 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>	<p>where needed and appropriate.</p>		<p>Division of Inclusion and Equity</p> <p>Deans</p> <p>Charter School Office</p>
<p>Develop and nurture key partnerships and relationships with community entities</p>	<p>Maintain active membership in Grand Rapids Chamber of Commerce Cultural</p>	<p>F&amp;A Divisional participation wherever possible</p>	<p>Joined Chamber Quaris group, a recruitment effort with an important</p>	<p><b>Division of Inclusion and Equity (P)</b></p> <p>Interested Colleges and Faculty</p>

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doing (or interested in doing) similar inclusion work	<p>Competency Council 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>		emphasis of inclusion and belonging	
Enhance faculty, staff, student involvement in TRIO and Upward Bound Programs	Identify and publicize volunteer opportunities	Encourage F&A Divisional participation wherever possible	F&A Participation	<p><b>TRIO/Upward Bound (P)</b></p> <p>Interested Colleges and Faculty</p> <p>Interested Student Groups</p> <p>Division of Inclusion and Equity</p>