



Vision, Mission, Values, & Functional Responsibilities
The Division's Guiding Principles for 2015-2021
Updated September 13, 2015

Vision

GVSU is transformed as a national model for equity, inclusion, and social justice through pioneering, innovative and dynamic leadership by the Division of Inclusion and Equity and its shared efforts with partners across the university.

Mission

Through collaboration, consultation, and leadership with students, faculty, staff, administrators and community partners, the Division of Inclusion and Equity advances GVSU's social justice framework for equity and inclusion. The division coordinates sustainable and strategic institutional efforts to engage all members of the community while also intentionally supporting and advocating for historically underrepresented communities. The division's work furthers the university's liberal education and student-centered mission.

Core Values

The Division of Inclusion and Equity core values include:

1. **Social Justice-Focused:** A social justice and intersectional framework guides the strategic efforts of the division. This framework acknowledges systems of oppression and marginalization and aspects of power and privilege and seeks to educate and empower all members of the community to work toward equity. This framework also acknowledges the university's place within systemic and institutionalized challenges for equity and inclusion, but affirms our commitment and responsibility to strive for transformation. The division is guided by this framework to seek a deeper understanding of complex intersecting social identities which highlights the centrality of understanding the full dimensions of identities and how these they dynamically interact with one another. As such, our work and education is grounded in teaching about and addressing interdependent systems of oppression and marginalization.
2. **Equity-Minded:** The division's value for equity supports the university's "institutional commitment to acting with integrity, communicating openly and honestly, operating transparently and accepting responsibility for our words and actions" (University Compliance Office) and commitment to identify and eliminate barriers to recruitment and retention of diverse students, faculty, and staff. The division seeks to set high standards of professional ethics and consistency in principles, expectations, and actions. The division supports the university's compliance with extensive and ever-changing applicable federal and state laws and regulations regarding nondiscrimination and affirmative action as well as university policy. The division also ensures GVSU's commitment to equal opportunity for all persons and works to eliminate and prevent discrimination in admissions, access, and treatment in educational, athletic, social, cultural, or other university programs and activities and employment. Equitable practices and policies are designed to accommodate differences in the contexts of learning and

working, particularly in light of historical factors of disadvantage and marginalization. While taking seriously the university's legal obligations, we also understand that if we approach our efforts as merely a compliance function, we will never achieve greater goals of equity and inclusion within our community. By creating a community that fosters diversity, rather than requires it, we hope to create a place where obligations are met organically rather than through federal mandate. As such, the division accepts a beyond-compliance model that recognizes compliance as a minimum standard for equity and inclusion and strives to set a new bar for excellence and advocacy in these areas.

3. **Student Success-Centered:** The division furthers the university's commitment to student success by supporting the recruitment, development, and retention of reflective, student-centered faculty and staff who are prepared to meet the needs of our diverse students. It shapes educational practice and policies that encourage high levels of learning and personal development for marginalized and underrepresented students, student persistence, and student satisfaction. The division partners with faculty, staff, and the community to educate all students about power and privilege and works collaboratively to empower students from diverse communities.
4. **Collaborative:** Effective, authentic and genuine collaboration is modeled within the division. Understanding that equity and inclusion must be embedded across the university to effect institutional change, the division accomplishes its mission, in part, by establishing partnerships within the university and across our external communities. As such, effective equity and inclusion strategies are derived only through efforts that support shared understanding and shared accountability across all sectors. In these efforts, the division prioritizes collaboration with academic and administrative units across campus, and furthers the university's commitment to shared governance through ongoing education, engagement, and consultation with students, faculty, staff, and administrators.
5. **Community-Engaged:** GVSU's success in advancing equity and inclusion is due, in part, to the long-standing diversity champions within West Michigan's diverse communities. GVSU also serves as a regional model for change and support of equity and inclusion, both influencing and being influenced by the community. The university strives to be as much a part of the community as it hopes the community is a part of it. It's with this deep understanding that the division is committed to creating reciprocal and mutually beneficial external partnerships particularly with historically underserved communities.
6. **Strategic, Data-Driven and Action-Oriented:** The division seeks to advance the university's culture of assessment and data-driven decision-making and is committed to implementing and innovating evidence-based practices that are supported by measurable outcomes that drive institutional actions and further the university's strategic planning priorities. Diversity, equity, inclusion and social justice are not just rhetoric within the division, nor at GVSU. Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness. We are committed to measuring and demonstrating institutional change through assessment and reporting and maintaining a high level of transparency and accountability.

Strategic Functions of the Division of Inclusion and Equity (2015-2021)

The Division of Inclusion and Equity provides central leadership for education and advocacy as well as administers the university’s compliance program related to diversity, inclusion and equity. Aligning with the university’s strategic outcome that “GVSU will be diverse and inclusive” by 2021, the division maintains six high-level strategic functional areas that will guide divisional efforts and activities between 2015 and 2021 as outlined below.

1. **Coordinate and provide leadership for the university’s extensive efforts to advance inclusion and equity** that engage **all** members of the community, with a central focus on supporting the university’s **diverse and historically underrepresented communities**.
2. Assure the **university complies with all relevant federal and state laws, university policies, and requirements related to civil rights** including all facets of promoting and monitoring equal employment opportunity and affirmative action, developing related educational programs, and preventing or responding to issues of harassment, discrimination, and bias.
3. Provide **consultation and support to deans, colleges/schools, departments, and divisions** to implement strategies that assist in achieving a more diverse and inclusive university through **strategic planning, campus climate** initiatives, program **evaluation, pipeline** development strategies, and **recruitment and retention** initiatives for underrepresented students, faculty, and staff.
4. Direct a comprehensive **social justice education and intercultural competency for social justice program** for the campus community, using both formal and informal delivery methods to address the broad range of relevant issues, in an effort to develop a shared understanding of social justice and equity and support continual self and professional development of all community members.
5. **Represent the university** in local, state, and national dialogues related to equity and inclusion and engage **all** members of the community in understanding the vision and values for social justice while **advancing the university’s reputation as a pioneer, content expert, and dedicated advocate**.
6. Advocate for and demonstrate **equity-mindedness** in all university functions, particularly providing support for the **continued evaluation, implementation, and updating, as necessary, of university policies, procedures, and planning, and monitoring of progress** toward meeting the university’s goal to be more diverse and inclusive.

Related Items in GVSU 2016-2021 Strategic Plan

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| Values | Inclusiveness Community |
| Institutional Outcome | B: Grand Valley is diverse and inclusive. |
| Objective 1.B.1. | GVSU’s diversity of students, faculty, staff, and administrators increases to 18% to reflect the populations of West Michigan. |
| Objective 1.B.2. | Retention rates between first-year and sophomore years and sophomore and junior years for first-generation and other non-traditional undergraduate students meet or exceed the retention rates of traditional undergraduate students. |
| Objective 2.B.1. | All decision-making bodies at every level institution-wide include diverse individuals and reflect diverse perspectives. |
| Objective 2.B.2. | Orientation for all new employees includes intercultural training and development. |
| Objective 3.B.1. | All university systems and policies ensure inclusiveness and accessibility. |
| Objective 3.B.2. | At least 90% of the GVSU community report high levels of equity as characteristic of the institutional climate |

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| Objective 4.B.1. | On a 7-point scale, Grand Valley improves its overall reputation and familiarity in West Michigan and Metro Detroit among prospective students of color by at least 0.2 points. |
| Objective 4.B.2. | On a 7-point scale, Grand Valley improves its overall reputation and familiarity in West Michigan and Metro Detroit among the general public of color by at least 0.2 percent. |

Summary of Major Priorities for 2015-2016

1. Reorganization and Operations (staffing)
2. Climate Survey and Action Plan
3. Title IX Policy and Program
4. Inclusion Advocates and Inclusive Hiring Initiative
5. Advisory Structure and Engagement
6. External Community Engagement
7. Social Justice Education Program (Employee Professional Development)
8. Diversity Accountability Report and Dashboard

Note: these major priorities are noted in red below with more details.

2015-2021 Strategic Functions, 2021 Outcomes, & 2015-2016 Actions/Goals

| 2016-2021 Strategic Function | Responsibilities/Relationships | Related Area(s) of Focus |
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| 1. Coordinate and provide leadership for the university's extensive efforts to advance inclusion and equity that engage all members of the community, with a central focus on supporting the university's diverse and historically underrepresented communities. | <ul style="list-style-type: none"> • oversight of Disability Support Services • partnerships with the Office of Multicultural Affairs, the Women's Center, the LGBT Resource Center, the Kaufman Interfaith Institute, and the Padnos International Center • providing direction to and sponsorship of diverse employee resource groups and organizations • partnerships with all Divisions and other units | <ul style="list-style-type: none"> • Equity and Structural Diversity • Inclusion and Campus Climate • Learning and Development • Intersectionality and Social Justice • Strategic Planning and Accountability |
| 2021 Outcome(s): <ul style="list-style-type: none"> • I&E is organized and resourced to meet the needs and challenges of leading the implementation of <i>GVSU's Framework for Inclusion and Equity</i>. • An engaged and effective Advisory Council for Equity and Inclusion provides ongoing expertise and insight for the university's <i>Framework for Inclusion and Equity</i> and the I&E's 2016-2021 strategic functions and priorities. • The university views I&E as the leading partner and expert for diversity, inclusion, equity, and social justice on campus, and seeks consultation, advice and partnership in all university functional areas, including those not directly related to diversity. • I&E has established partnerships and collaborations with all university units, and provides effective oversight and direction of essential functional areas. • Underrepresented and diverse communities view I&E as their key ally and advocate, and demonstrate engagement and inclusion in the division's work. | | |
| 2015-2016 Strategic Actions/Goals: <ol style="list-style-type: none"> a. Provide direction and expertise on organizational structures and restructuring that best support the next phase of GVSU's multifaceted and multipronged approach to inclusion and equity. b. Advisory Council on Inclusion and Equity: In an effort to increase engagement, particularly of faculty and students, in I&E functions and initiatives, the Division will create and engage an Advisory Council structure that will include focused subgroups for students, faculty, staff and the external community. | | |

These structures will provide meaningful guidance and accountability for I&E's strategic plan and assist in identifying annual priorities or needed course-corrections for ongoing strategic planning.

- c. Review and provide recommendations for Disability Support Resources to evaluate support and possible efficiencies to meet the growing needs of the population.
- d. Develop a cohesive, coordinated, and articulated partnership with the Division of Enrollment Development to support the recruitment and success of underrepresented students.
- e. Support the Enrollment Development Division's efforts to maintain affordability and access for low-income students.
- f. Support the University Development Division's efforts to increase engagement of diverse alumni and donor relationships
- g. Develop and support employee affinity groups for underrepresented and diverse communities.
- h. Convene a staff affinity group council to support collaboration, reduce duplication of effort, and encourage cross-group and identity efforts.
- i. Track and inventory division efforts, including partnerships and collaborations, and regularly report on and communicate division efforts to the university and external community.
- j. Continue to support and make progress in implementation of the Student Diversity Coalition's recommendations (developed in March 2015).
- k. Continue representative roles, increase advocacy and attention to equity and inclusion, and provide support and consultation with internal organizations: UAS/ECS, Student Senate Diversity Committee, EDPAC, Provost's Cabinet, President's Cabinet, Budget Committee, Finance and Administration Diversity Committee, Freshman Academy Advisory Committee, Gender Expression and Identity Committee, Campus Climate Survey Steering Committee, Inclusion Advocates Review Task Force, Native American Advisory Board, and others as needed.

| 2016-2021 Strategic Function | Responsibilities/Relationships | Related Area(s) of Focus |
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| 2. Assure the university complies with all relevant federal and state laws, university policies, and requirements related to civil rights including all facets of promoting and monitoring equal employment opportunity and affirmative action, developing related educational programs, and preventing or responding to issues of harassment, discrimination, and bias. | <ul style="list-style-type: none"> • Affirmative Action and Equal Employment Opportunity • Title IX and Gender Equity • Americans with Disabilities (ADA), Accessibility, Disability Support • Bias Incident Response | <ul style="list-style-type: none"> • Equity and Structural Diversity • Inclusion and Campus Climate |

2021 Outcome(s):

- Policies and programs to effectively respond to reports of harassment and discrimination are revised, implemented, and reviewed on an on-going basis for improvement based on best practices and dynamic state and federal guidance.
- More university-wide developed and supported Title IX and Affirmative Action programs are fully implemented and effective in both prevention and response.
- The entire university is aware of policies and programs related to Title IX and Affirmative Action (non-discrimination and anti-harassment), and are active partners in implementation.
- Incidents of bias, harassment, discrimination, and sexual misconduct are reduced across campus.
- A comprehensive and coordinated policy and procedure related to bias, discrimination, harassment, affirmative action and sexual misconduct is in place for the university, and administered fairly, on a timely basis, and consistently.
- The university has implemented a more proactive and educational development approach to compliance responsibilities and obligations, including an effective training and awareness program.
- A social justice is the guiding principle for our historical and on-going compliance-related functions and activities.

2015-2016 Strategic Actions/Goals:

- a. With the interim Title IX Coordinator, GVPD, General Counsel, Student Services, and Human Resources, guide planning for a coordinated program related to Title IX, gender equity, and the prevention of sexual violence on campus, including: (1) policy and protocol revisions and approval of new/revised policy and protocols; (2) development and implementation of trainings (including at least one mass online compliance training component); (3) use campus climate survey findings of fall 2015 to plan for a sexual violence-specific survey in late winter, if needed; (4) identify resource and staffing needs related to Title IX responsibilities; and (5) oversee full compliance of OCR investigation recommendations.
- b. Finalize and implement a revised and comprehensive policy related to bias, discrimination, harassment, affirmative action and sexual misconduct, with General Counsel and Human Resources.
- c. Review and revise Affirmative Action and Equal Employment Opportunity statements, policies, and protocols to better align with the university’s renewed framework for equity and inclusion, I&E’s vision, mission, and values, new federal and state guidance, and institutional best practices.
- d. Administer a campus climate for sexual violence survey in winter 2016 to undergraduate students (separate from the general campus climate survey set for fall 2015)
- e. Train all senior managers and appointing offices on effective uses of Affirmative Action data, including availability analysis and setting placement goals.
- f. Complete 2015-2016 Affirmative Action Plan, with engagement of President’s Cabinet.
- g. Revise and administer hiring practices for internal hires, waived searches, and other practices, particularly for searches with Affirmative Action Plan placement goals.
- h. Review and recommend changes to DSR policies and practices related to parking and testing functions.
- i. Create and implement an ADA Advisory Council to guide ongoing efforts related to inclusion of students, faculty, and staff with disabilities.
- j. Implement increased awareness of religious accommodation and inclusion practices and policy, including annual notification of important dates, and sharing practices for greater intentionality and inclusion.

| 2016-2021 Strategic Function | Responsibilities/Relationships | Related Area(s) of Focus |
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| <p>3. Provide consultation and support to deans, colleges/schools, departments, and divisions to implement strategies that assist in achieving a more diverse and inclusive university through strategic planning, campus climate initiatives, program evaluation, pipeline development strategies, and recruitment and retention initiatives for underrepresented students, faculty, and staff.</p> | <ul style="list-style-type: none"> • strategic planning • campus climate assessment • consultation with Provost and President • partnerships with Freshman Academy, Division of Enrollment Development, Human Resources, College of Education, Graduate Studies, SASC | <ul style="list-style-type: none"> • Equity and Structural Diversity • Inclusion and Campus Climate • Strategic Planning and Accountability |

2021 Outcome(s):

- The university views I&E as the leading partner and expert for diversity, inclusion, equity, and social justice on campus, and seeks consultation, advice and partnership in all university functional areas, including those not directly related to diversity.
- I&E has established partnerships and collaborations with all university units.
- Strategic Planning: Each academic and administrative unit has goals related to the university’s strategic outcome/goal to be “diverse and inclusive” (GVSU 2016-2021 Strategic Plan).
- Campus Climate: GVSU has demonstrated improved outcomes on key measures related to campus climate and the experiences and perceptions of underrepresented community members.
- Pipeline: I&E has partnered with Enrollment Development, the College of Education, Graduate Studies, and others to develop and implement an effective pipeline strategy and key initiatives, including a summer pre-college experience, which increases GVSU’s enrollment of underrepresented students at all levels.

- Recruitment of Students: Partnerships with I&E and Enrollment Development yield ongoing increases of enrollment of underrepresented students at all levels.
- Recruitment of Employees: A comprehensive inclusive hiring initiative is effectively used, which increases GVSU's recruitment of underrepresented employees in all units and roles.
- Retention of Students: Partnerships with I&E, Student Services, and Academic Success reduce disparities in retention for underrepresented students at all levels.
- Intersectionality is widely understood and actively practices in equity and inclusion efforts across the university.
- Faculty engagement is increased in I&E.

2015-2016 Strategic Actions/Goals:

- Oversee an Inclusion Advocates Task Force in reviewing and evaluating the program and developing recommendations for enhancements, with a particular focus on training development.
- Related to hiring practices, I&E will lead an effort to develop a more comprehensive inclusive hiring "toolkit" that focuses on actively using affirmative action and availability data, and engaging intentionally in pre- and post-hiring practices that advance diversity and inclusion. In 2015-2016, a particular focus will be given to full-time AP and tenure-track faculty positions, and will include meeting with all hiring committees for tenure-track faculty searches, and AP searches with Affirmative Action Plan placement goals, and engaging with all deans and senior managers with to discuss inclusive hiring goals and strategies for upcoming searches.
- While the division and university maintain a broad understanding of diversity and inclusion, 2015-2016 primary efforts will prioritize diversity related to underrepresented domestic racial and ethnic minorities, LGBTQ communities, disabilities, first-generation status, low-income communities, interfaith efforts, women, veteran status, and international diversity.
- All efforts, when possible, will seek an intersectional approach to identity, including decisions related to sponsorship and funding priorities.
- In addition, 2015-2016 will prioritize tenure-track faculty, AP staff, and undergraduate students in recruitment.
- Support academic units in advancing diversity of faculty from underrepresented groups (Black/African American, Latino/Hispanic, Native American, etc.), LGBT, international and faculty with disabilities via invited consultation and workshops particularly in response to trends identified in anti-harassment policy violation reports and disaggregated campus climate data.
- Develop and implement a Faculty Associates program in I&E.
- With the Campus Climate Steering Committee, lead the university's re-administration of MyGVSU – Campus Climate Survey in fall 2015, and report results and findings to the university community in winter 2016. Identify and begin planning phase for action-based response(s) to findings. Outcomes: 30% or higher survey response rate of all constituency groups; Release of report on university website by March 2016; Finalized action plan by June 2016.

| 2016-2021 Strategic Function | Responsibilities/Relationships | Related Area(s) of Focus |
|--|---|--|
| 4. Direct a comprehensive social justice education and intercultural competency for social justice program for the campus community, using both formal and informal delivery methods to address the broad range of relevant issues, in an effort to develop a shared understanding of social justice and equity and support continual self and professional development of all community members. | <ul style="list-style-type: none"> • social justice education and intercultural competency • partnerships with FTLC and Human Resources | Learning and Development; Intersectionality and Social Justice |

2021 Outcome(s):

- All members of the community hear *GVSU's Framework of Equity and Inclusion*, and I&E's social justice approach to equity and inclusion.

- A majority of the community understands *GVSU's Framework for Equity and Inclusion*, and I&E's social justice approach to equity and inclusion.
- At least 10% of the university has participated in social justice education training.
- At least 5% of the university has completed a social justice education and intercultural competency for social justice program.

2015-2016 Strategic Actions/Goals:

- Develop and implement a Social Justice Education Training Program for faculty and staff.**
- Participate in new faculty, staff, and student orientations to share *GVSU's Framework of Equity and Inclusion*, and I&E's social justice approach to equity and inclusion.
- Develop and organize a Social Justice for Intercultural Competency Training Program and Office in I&E.
- Support the university's Teach-in and Change U, for campus-wide training opportunities related to social justice education.
- Support faculty and staff participation in external social justice training opportunities.
- Support student participation in national conferences and symposiums related to social justice and intersectionality.
- Support efforts across the university to increase community-based learning opportunities for faculty, staff, and employees.
- Provide training and educational opportunities related to social justice education for external community groups, with a particular focus on public education sectors in 2015-2016.

| 2016-2021 Strategic Function | Responsibilities/Relationships | Related Area(s) of Focus |
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| 5. Represent the university in local, state, and national dialogues related to equity and inclusion and engage all members of the community in understanding the vision and values for social justice while advancing the university's reputation as a pioneer, content expert, and dedicated advocate. | <ul style="list-style-type: none"> • Vice President's Office • partnerships with President's Office, University Relations and University Development | Intersectionality and Social Justice; Strategic Planning and Accountability |

2021 Outcome(s):

- GVSU is seen even more as a national model for equity and inclusion.
- The community views GVSU and I&E as the leading partner and expert for diversity, inclusion, equity, and social justice in West Michigan, and seeks consultation, advice and partnership.
- I&E has established partnerships and collaborations with all diverse community groups, organizations, and leaders.
- Underrepresented and diverse communities view GVSU and I&E as a key ally and advocate.
- GVSU provides leadership and advancement in West Michigan, the state, and nationally related to equity and inclusion.

2015-2016 Strategic Actions/Goals:

- Continue intentional and expansive engagement, outreach, and communications on campus, community, regional, state and national levels to engage a broad range of community members in decision-making and deliberations, developing a shared understanding and accountability for the *GVSU's Framework for Equity and Inclusion*, and deepening relationships with diverse external constituencies.**
- Support the university's overall increased community engagement in providing dedicated outreach and engagement among diverse communities in Grand Rapids and West Michigan.
- Increase GVSU representation and participation in expert panels and workshops in external organizations working in diversity, equity, and inclusion.
- Working with the association of State Universities of Michigan (formally, President's Council), initiate a convening of chief diversity officers at Michigan's public universities to discuss and determine shared possibilities.
- Support diverse community organization's activities and initiatives through sponsorships and resource support (volunteering, time, facilities, etc.).

| 2016-2021 Strategic Function | Responsibilities/Relationships | Related Area(s) of Focus |
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| <p>6. Advocate for and demonstrate equity-mindedness in all university functions, particularly providing support for the continued evaluation, implementation, and updating, as necessary, of university policies, procedures, and planning, and monitoring of progress toward meeting the university's goal to be more diverse and inclusive.</p> | <ul style="list-style-type: none"> • Vice President's Office • partnerships with Provost's Office and Enrollment Development | <p>Strategic Planning and Accountability</p> |
| <p>2021 Outcome(s):</p> <ul style="list-style-type: none"> • Metrics related to equity and inclusion in GVSU's 2016-2021 Strategic Plan are reached, with particular leadership in: <ul style="list-style-type: none"> ○ 2. B.2: Orientation for all new employees includes intercultural training and development. Baseline: Fall 2014, 50%. (with Human Resources) ○ 3. B.1: All university systems and policies ensure inclusiveness and accessibility. Baseline: A review of all university systems and polices will be conducted to serve as a baseline for improvement in 2016, with the objective to be reached by 2021. ○ 3. B.2: At least 90% of the GVSU community report high levels of equity as characteristic of the institutional climate. Baseline: Responses from the 2011 Campus Climate Survey show that 60% of respondents report high levels of equity as characteristic of GVSU's institutional climate. • All sectors of the university actively use disaggregated diversity-related data in decision-making support. • Clear examples demonstrate equity is clearly enacted as a pervasive university-wide principle. | | |
| <p>2015-2016 Strategic Actions/Goals:</p> <ol style="list-style-type: none"> a. Develop and release with Institutional Analysis and Enrollment Development a university diversity dashboard. b. Identify responsible parties in I&E for reach assigned goal/metric GVSU's 2016-2021 Strategic Plan and I&E Strategic Priorities. c. Identify metrics for each I&E 2021 Outcomes and outcomes and metrics for each I&E 2015-2016 Strategic Actions/Goals. d. Review academic and administrative unit goals related to equity and inclusion items in GVSU's 2016-2021 Strategic Plan. e. In support of GVSU 2016-2021 Strategic plan (2.B.1), complete a review of all university systems and polices will be conducted to serve as a baseline for improvement in 2016, with the objective to be reached by 2021. f. Propose a diversity accountability report, working with University Relations. | | |