

# **Grand Valley State University Inclusion Implementation Plan (IIP) 2008-2011 Moving Beyond...**

## **Executive Summary**

*The Division of Inclusion and Equity recognizes that a host of work tied to diversity, equity and inclusion has been ongoing prior to the establishment of the division in 2008 and through the conclusion of the Inclusion Implementation Plan in 2011. For example, Academic Services and Information Technology worked with the Robert and Ellen Thompson Foundation to plan and develop the Thompson Working Families Scholarship and the University Preparatory Academy Scholarship. In addition, Academic Services and Information Technology developed both the Early Awareness and Urban Schools Scholarship programs, a general fund investment, an answer to Michigan Proposal 2 as well as created the Grand Valley Grant to serve disadvantaged students. Also, the Office of Admissions and Financial Aid annually host a closure event in the spring targeting first-generation families. The event was established with the purpose of explaining the financial aid award process and the intricacies of Title IV aid. The information reported in the Inclusion Implementation Plan comes from the 2010 and 2011 Inclusion Implementation Plan Progress Reports. These “Progress Reports” were submitted to Inclusion and Equity by each division/school/college or unity. The review which is detailed below is a snapshot in time and will not capture all diversity work accomplished at the university (The review will only capture the information reported). The division would like to hear from you in reference to other ongoing work not reported through the IIP progress reports. Please forward the detailed information to Sean Huddleston at [huddless@gvsu.edu](mailto:huddless@gvsu.edu).*

The face of public higher education in the United States is changing and will continue to do so in the foreseeable future. Colleges and universities that are watching the trends in the U. S. Census Bureau’s demographic data are becoming increasingly more focused on diversity. According to the U.S. Census Bureau (2004) projections, African American, Hispanic, and Asian American populations are expected to grow rapidly over the next few decades. In fact, these populations will comprise approximately 50% of the total U.S. population by the year 2050. Given this rapid growth of racial/ethnic minority populations, it is important that Grand Valley State University’s (GVSU) faculty, staff, students, and stakeholders reflect this demographic shift. Few would dispute the importance of diversity in America’s higher education system, just as few would dispute the weight of evidence from the U.S. Census Bureau showing the relative explosion in the minority population within the country (Tierney, 1997<sup>1</sup>; Duderstadt, 2000)<sup>2</sup>. The issue of diversity is vital if institutions of higher education are to remain true to their mission of serving the residents of their states and preparing their students for the global workplace. Diversity is an important issue in every walk and facet of life, it makes higher education, and the workplace richer in more ways than one (Terenzini, Cabrera, Colbeck, Bjorklund & Parente, 2001)<sup>3</sup>. Therefore, it is important for today’s college and university leaders to face these changes head on and work to make diversity and inclusion a priority.

The Inclusion Implementation Plan (IIP) was the next step in GVSU’s journey toward creating a more inclusive campus. There was consensus that this work would be guided by the following five principles: accountability, inclusiveness, shared responsibility, evaluation, and institutionalization. The IIP was an effort to respond concretely to the university’s strategic plan value statement on diversity and community as well as its goal of promoting inclusion, equity, and intercultural learning in all aspects of university life. In the first year (08-09), the IIP was designed to include the following four action areas: access and equity, campus climate, diversity in curriculum/co-curriculum, and organizational learning. Colleges and divisions had the flexibility to select their areas of focus and to design objectives/measures for each goal. During this time, each college and division developed their own plan which the Division of Inclusion and Equity reviewed and

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<sup>1</sup> Tierney, W. (1997). The parameters of affirmative action: Equity and excellence in the academy [Electronic version]. Review of Educational Research, 67, 165-196.

<sup>2</sup> Duderstadt, J. (2000). A university for the 21st century. Ann Arbor, MI: The University of Michigan Press.

<sup>3</sup> Terenzini, P., Cabrera, A., Colbeck, C., Bjorklund, S., & Parente, J. (2001). Racial and ethnic diversity in the classroom: Does it promote student learning? [Electronic version]. The Journal of Higher Education. 52, 509-531.

provided recommendations for enhancements. Each college/school/division/unit worked at a steady pace and progress reports were submitted in 2010 and 2011. They set lofty goals and accomplished a significant number of them, although more work remains to be done moving forward. Every college/school/unit/division accepted the challenge of working together to fulfill the university's vision to "move beyond" the status quo by embedding inclusion and equity into the daily operations of their respective areas.

### **Action Area 1a: Access and Equity - Recruitment and Retention**

Many colleges and divisions across the university are engaged in efforts to diversify their faculty, staff and students. For example, the College of Education (COE) worked effectively with Grand Rapids Public Schools (GRPS) in preparing high school students for their transition to college. The COE also increased its number of faculty from underrepresented groups. The College of Health Professions (CHP) participated in three visits per semester to Grand Rapids Community College (GRCC), as well as two visits to Lansing Community College (LCC) and Kellogg Community College (KCC) to present and discuss articulation agreements with the university. The CHP also visited Mid-Michigan Community College (MMCC) and Lake Michigan College (LMC). Additionally, the Division of Student Services is actively engaged in collaborating with GRCC, Grand Rapids Prep Academy, and Michigan Campus Compact, to invite their students to participate in GVSU's career fairs. Diversity has also been enhanced through increased efforts for recruiting with the Office of Multicultural Affairs (OMA).

The Seidman College of Business (SCB) has increased its faculty diversity and has increased the diverse pool of student applicants. The diverse pool of student applicants comes from areas such as, Grand Rapids, Holland, Muskegon, Benton Harbor, Detroit and Chicago. The SCB also partners with Ottawa Hills High School as well as contributes to the university's TRiO and Upward Bound programs.

The University Relations Division promotes diversity through internal/external publications, news releases and TV/radio programming. In addition, University Relations staff members serve on various external committees and donate their time to building community partnerships with organizations tied to inclusion and equity, such as WGVU Engage and the Vietnamese American Association of Michigan. University Relations works in tandem with the OMA to produce videos for alumni reunions and assists with the university's phone banks for various pledge drives.

The university has made continual efforts to increase its hiring of faculty and staff from underrepresented populations. Inclusion and Equity has strengthened its Inclusion Advocate program. Every search committee now includes an Inclusion Advocate, who has been trained to recognize and address bias, conscious or unconscious, in the search process. The Inclusion Advocates receive continual training on effective outlets to recruit diverse pools of highly qualified candidates. In addition to receiving training on racial and gender inclusion, Inclusion Advocates also receive training on inclusive hiring techniques concerning age, sexual orientation, disability, and veteran status.

New faculty members are being supported through mentoring from seasoned faculty. Some new faculty hires also receive coaching on various topics such as preparing for tenure, time management, and dealing with personal issues. These initiatives are the result of 1) the Finance and Administration Division's annual study of faculty and staff pay equity, and 2) the Human Resources Office exit interviews with those who leave the university.

The College of Liberal Arts and Sciences (CLAS) assisted with freshman orientation days, one-on-one transfer orientation sessions in the Academic Advising Center, advising students within the Freshman Academy program, student athletes, non-traditional and international students. The CLAS continues its efforts to reach out to first and second-year students through *MapWorks* responses, particularly those who live off campus their first year, and offers special academic support to students that have below a 2.0 GPA at mid-semester and/or at the end of the semester.

The Kirkhof College of Nursing (KCON) received grant funding from the Health Resources and Services Administration to assist with workforce diversity. Nursing students conducted research on underrepresented populations, and its faculty initiated a mentoring program for persons from diverse backgrounds. As a result, a number of minority students are

recruited through various initiatives. The KCON also developed a greater awareness of the “many faces” of disabilities and learned how to adapt their work environment to value and appreciate personnel with disabilities.

Financial aid and scholarships are critical to accessing higher education; therefore, the university’s Development Division assisted donors in establishing scholarships in compliance with Michigan Proposal 2. The scholarships are as follows:

- Thomas and Joyce Wisner Engineering Scholarship Endowment
- Hugo Salazar Memorial Scholarship Fund
- DV Alpha Scholarship Endowment
- Don Williams Sr. Dean Emeritus Multicultural Business Education (MBEC) Scholarship
- Empowering Haiti through Education Fund
- Carl and Claudia Bajema Grand Rapids Urban Schools Endowed Scholarship

In addition, Academic Services and Information Technology also assisted donors in establishing scholarships in compliance with Michigan Proposal 2. The scholarships are as follows:

- Thompson Working Family Scholars Program
- University Preparatory Academy Scholarship

Also, the Division of Inclusion and Equity assisted in establishing a scholarship in compliance with Michigan Proposal 2. The scholarship is named the First Generation Urban Schools Scholarship (this differs from the Urban Schools Scholarship available through the Office of Admissions).

Additionally, University Development assisted with soliciting and encouraging participation in promoting inclusion and equity with alumni through presentations and over 30 events within the community. University Development created and enhanced alumni-sponsored lectures and community conversations on diversity topics.

Within the IIPs, there are consistent efforts shown toward improving the presence of underrepresented populations. For example, the Office of Graduate Studies (OGS) made great strides in increasing the number of graduate assistants from diverse backgrounds. However, additional work is needed among divisions/colleges to engage in training regarding cultural competence.

### **Action Area 1b: Access and Equity - Policy/Administrative Initiatives**

The Board of Trustees approved the university’s Household Member Benefits program in 2008. This program was created to rectify disparities in benefits coverage for GVSU personnel based on sexual orientation/familial status. Specifically, this program provided all faculty and staff families with health and other benefits coverage. GVSU has also revised its Anti-Harassment Policy to further clarify how harassment and discrimination complaint findings are disseminated to claimants and respondents. The Office of Affirmative Action created a Consensual Relationship Policy, which requires individuals to disclose their relationship and to remove potential conflicts of interest. In addition, the university added gender identity and expression to its Non-Discrimination Statement and its Anti-Harassment Policy. Further, the Inclusion and Equity Division created an Inclusion and Equity Advisory Board and a Native American Advisory Board. The purpose of the Native American Advisory Board is to provide expertise and guidance in areas such as indigenous science, culture, history, and contemporary issues through increased dialogue and interaction.

The Finance and Administration Division is in the process of designing a reward and value system to promote inclusion implementation strategies.

To increase access and equity, many colleges/schools have membership on committees or participate in initiatives tied to inclusion and equity. A host of colleges, the CHP, for example, integrated the IIP into their operational infrastructure and assigned one individual with the task of evaluating their inclusion initiatives.

## **Action Area 2: Campus Climate**

In 2011, the institution completed its fourth campus climate study. The university implemented various initiatives to improve items of concern identified in the survey. The study found that a higher percentage of faculty, staff, and student respondents felt that the university was committed to diversity/inclusion (90%, 94%, and 88%, respectively) compared to a similar question asked with the 2005 climate study (63%, 67%, and 61%, respectively).

The Human Resources Office examines turnover rates among women and minorities in order to better understand their representation as well as rationales for departure.

Great leadership is shown, particularly by Deans, in improving campus climate. For example, in the Padnos College of Engineering and Computing (PCEC), its Dean's Office initiated an open office hour's initiative to discuss campus climate and other important items. The PCEC also developed the Dean's Lunch Program, whereby the Dean takes faculty and staff to lunch to discuss inclusion and equity items, as well as an effort to build a team atmosphere. Consequently, the Dean of Students established an exit interview process for all employees departing the university from the Division of Student Services. The Dean of Students also initiated fireside chats to provide an opportunity for dialogue about race; and assisted with the recent LGBT and Multicultural Conferences. Diversity as a topic in exit interviews, is vital to the success of GVSU because personnel are more likely to be completely honest when exiting an institution.

In addition, the OGS publishes *PACES* for the university community, which provides information in reference to lectures, social events, tutorials, consultations, and workshops regarding graduate student needs for members of the underrepresented populations.

## **Action Area 3: Diversity in Curriculum/Co-curriculum**

Across the institution, new courses were added to the curricula that are tied to inclusion, equity, and diversity. In addition, some units are working to support and integrate culturally diverse perspectives in curricular and co-curricular programming. The Division of Student Services founded the LGBT Resource Center in 2008. The LGBT Resource Center, the Women's Center, and the OMA hosted a number of programs tied to inclusion and equity. A scholarship program for LGBT students was established and mediation services are offered to the campus community. All housing residential assistants complete diversity training and a significant number of students take the Women's Issues Volunteer Corps training.

In addition, the Act on Racism (AoR) performance group continues to perform throughout the campus community and the community at large. AoR is a student-oriented performance group that was founded in 2005 by Dr. Jennifer Stewart, associate professor of sociology in the CLAS. The performances "touch on everything from profiling and preferential treatment to taboos and stereotypes, the collection of vignettes, poetry readings and unscripted skit performances bordering on improvisation look to entertain through use of drama and comedic antics."

The Office of the Vice Provost for Health (OVPH) received a Department of Defense grant to provide culturally congruent care for 14 veterans and their families, which provides them with educational materials. The OVPH also initiated the recruitment of wounded warriors with traumatic brain injury through the Wounded Warrior Project.

A significant number of rural and underrepresented populations use the CHP's pro bono clinic offered each Friday that classes are in session. The clinic's services are offered free to underrepresented members of the community because they either lack insurance or have exhausted their insurance.

In addition, areas of strength within diversity in curriculum/co-curriculum include the university's Intercultural Training Certificate program which is housed in the CLAS. The Intercultural Training Certificate is a 15-hour academic certificate

of completion designed to give students the skills to interact sensitively and effectively with the rich diversity of people in our increasingly global community. Students will learn in an atmosphere of respect about the many kinds of differences that expand our human capacity and enrich our experiences.

#### **Action Area 4a: Organizational Learning - Internal**

Efforts to enhance diversity and equity through organizational learning are evident throughout the university. The OGS invited an individual from the Division of Inclusion and Equity to attend regular meetings of the Graduate Program directors.

A number of faculty and staff within a host of colleges attended the Institute for Healing Racism. The Institute for Healing Racism is a “powerful two-day session which connects people from different racial and ethnic backgrounds to discuss thought provoking topics. Participants explore the history of race in North America as well as critically examine how race affects us professionally and personally.” The Division of Inclusion and Equity sponsors at least one Institute in the fall and winter terms. In addition, numerous faculty and staff members of the Brooks College of Interdisciplinary Studies (BCOIS) participated in the Allies and Advocates program and crucial conversations workshops. Also, a significant number of programs (i.e., movie reviews, discussions, film documentaries) are offered that are tied to inclusion and equity. As a result, the BCOIS developed a robust forum of dialogue opportunities on race and other inclusion-related topics. Dialogue is essential to diversity and inclusion efforts.

In 2011, the university implemented Gender Neutral Housing. Gender Neutral Housing started as a way to address housing needs of all students at the university and also to have a more responsive housing system for specifically transgender students. In 2011, the university also received the Diversity Award from Minority Access, Inc. Minority Access named the university a “Role Model Institution” because of its commitment to diversity. Minority Access highlighted GVSU’s diversity initiatives in its Best Practices Guide, which is used by institutions that seek models to improve diversity. Also, in 2011, the Michigan Minority Supplier Development Council gave the university its “Corporate ONE award” for providing procurement opportunities and support for minority owned businesses. The university was also named one of the top gay-friendly universities in the nation in 2011 and received a 4.5 star rating out of 5 on the Campus Pride’s LGBT-Friendly Campus Climate Index in 2009.

#### **Action Area 4b: Organizational Learning - Community Outreach**

Numerous community engagement efforts are occurring that focus on diversity and equity. The College of Community and Public Service (CCPS) established a great relationship with GRPS through the Dean’s leadership as a member of the Superintendent’s Advisory Board. Under the Dean’s leadership, the CCPS evaluated various programs within GRPS. Similarly, the CHP developed over 20 research projects tied to diversity and inclusion that permit faculty and staff to serve as primary investigators. In addition, the COE worked effectively with GRPS in preparing high school students for the transition to college.

#### **Addendum of Initiatives Since 2011**

These initiatives include the following:

- The Gender Identity and Expression Committee is finalizing its list of recommendations to go before the Senior Management Team to help improve the campus climate for the transgender community.
- The university approved a Religious Inclusion Policy, which provides guidance when students, staff, and faculty seek accommodation to engage in religious observances. The university acknowledges that conflicts in scheduling mandatory academic requirements and employment obligations with religious observances are inevitable. Although the university does not observe religious holidays, it recognizes that there are a number of religious holidays that affect significant numbers of our students, staff and faculty. This Policy is intended

to provide clarity to students, staff, and faculty who seek accommodation to practice their faith. In addition, a religious interfaith calendar was added to the Affirmative Action website.

- Information about how and where to report incidents of harassment are becoming more readily available to faculty, staff and students. The information has been presented through the Office of Human Resource's Excellence Series and the Division of Inclusion and Equity's Newsletter. The Office of Affirmative Action also made presentations to the Academic Senate, AP Committee and the Provost Cabinet.
- The Office of Affirmative Action, along with the Human Resources Office, are ensuring that job descriptions are written for all AP positions, requiring justification statements for all promotions, and providing succession planning for high level positions. As stated above, Inclusion Advocates received training on recruiting veterans, individuals with disabilities, and members of the LGBT community. Also, search committee chairs are now required to confirm that an Inclusion Advocate is involved in drafting job postings and recruitment plans.
- The Faculty Teaching and Learning Center (FTLC) sponsored a "Gender Identity and Expression in the Classroom" learning community. The FTLC also offered workshops related to working with students with disabilities and non-traditional students. They also provide grant funds for faculty working with students of varied backgrounds and identities. The FTLC is working in collaboration with the Office of Intercultural Training, Learning, and Development to offer workshops that addresses classroom concerns. In addition, the FTLC led workshop sessions focused on meeting the needs of diverse student populations and helping faculty employ best practices for meeting students where they are rather than prejudging their ability.
- The Office of Intercultural Training, Learning and Development expanded the educational opportunities that are available and offers workshops to staff, faculty and students at all GVSU locations. Also, the office provides an overview of the curriculum for future trainings.
- In 2012, the Inclusion and Equity Division commissioned a White Paper on the ombudsman concept which was presented to the Senior Management Team to help resolve conflicts.
- The Division of Inclusion and Equity launched the Intercultural Communities of Practice (ICoP) in the fall of 2012. The ICoP consists of several dialogue groups with participants from different cultural backgrounds and world views who meet once a month. Led by a facilitator, the goals of each ICoP are (1) to help participants develop a deeper understanding of diverse perspectives and practices, (2) to increase engagement and the freedom and ability to make choices, (3) to continue to foster equality at GVSU, and (4) to further enhance creative processes in supporting an inclusive campus. While the intercultural training workshops continue to provide important foundational education and intercultural skill building, the ICoP provides faculty and staff with the opportunity to continue the discussion beyond the workshops.

Also, since 2011, a host of initiatives occurred at the university tied to diversity, equity, and inclusion. Some of the initiatives include the following (please note that this is not an exhaustive list):

In 2012, the university became a partner in the Hispanic Association of Colleges and Universities (HACU). HACU was established in 1986 and more than 400 colleges and universities committed to Hispanic students' higher education success are members. HACU is the only national educational association that represents Hispanic-Serving Institutions (HSIs).

In 2012, the Division of Inclusion and Equity also launched a new intercultural training workshop titled, "Culture and Power." This interactive workshop is designed to explore the impact of power on shaping culture, knowledge and values. Participants analyze the power dynamics inherent in intercultural groups and how to leverage the values of inclusion and equity in the classroom and workplace.

Disability Support Resources (DSR) sponsored a pilot program in the fall of 2012 for students diagnosed with Asperger's Syndrome who live on campus. The program served six students who were matched with peer mentors. The students and mentors lived in South E apartments. The idea to provide on-campus housing and support services for students with Asperger's Syndrome began two years earlier. Several campus departments helped DSR establish the program, including the Autism Education Center, Housing, and the Counseling and Career Development Center. The students selected as Campus Links mentors have knowledge of Asperger's Syndrome and attended training.

Most recently, the Master's in Higher Education Program designed a special topics course titled, EDH 680: Minority Serving Institutions: History, Culture and Student Affairs, which serves as a "domestic study abroad" course. During the course, students examine how history and culture impacts student affairs administration at U.S. Minority Serving Institutions (MSIs), particularly Historically Black Colleges and Universities (HBCUs), and Tribal Colleges and Universities (TCUs).

In addition, the university elected to cancel classes in observance of the Martin Luther King, Jr. holiday beginning in 2013. The university is still open for business on the holiday. Canceling classes was supported by both the university Academic Senate and Student Senate with final approval by the Provost. While no classes were held, activities were offered on and off campus for students, faculty and staff. These activities were well attended and included volunteer opportunities, presentations, as well as the traditional march.

Currently, the university has begun a voluntary credentialing process through Partners for a Racism-Free Community. The Partners for a Racism-Free Community organization defines racism-free as: "The individual and systemic condition achieved when all persons, regardless of skin color, feel welcomed and wanted in all places and treat others the same way." The assessment evaluates the workplace environment "to handle today's challenges" in developing a racism-free workplace.

The vice president for Inclusion and Equity was elected to the Board of Directors for the National Association for Diversity Officers in Higher Education (NADOHE). The term on the board is for 2012-2016. The NADOHE is the professional organization of chief diversity officers in higher education.

In addition, the Division of Student Services organized a series of intercultural training workshops for their staff. Also, the division, in conjunction with the Office of Intercultural Training, Learning and Development, created three mentoring programs for students of color. *NIARA* (women of color), *Hermanos* (Hispanic males) and the *Black Male Scholars Initiative* (formerly called *Brothers*) were created in alignment with the GVSU values of inclusiveness and community. Specifically, they were aimed to combat some of the challenges that students of colors may face at a predominately white institution by bringing together students of color with faculty and staff of color. Research tells us that students of color may experience isolation, pressure to assimilate, loss of culture and individuality, and a lack of mentors that look like them - realities that impact both student retention and satisfaction. In response, the mentor programs seek to strengthen connections on the campus community, the community at large, and to enhance the student experience by helping them excel academically, socially and culturally. In addition to positively influencing students, the mentors of color also benefit. Research conducted on the experience of culturally sensitive mentor programs indicated that faculty and staff also benefit from the experience by feeling valued and satisfied in the expertise they bring to this role.

The university's Office of the Provost, in conjunction with the OMA and the Division of Inclusion and Equity, developed a Latino Student Initiative committee. The group is assessing and evaluating programs and initiatives that enhance the Latino(a)/Hispanic college experience. The working group conducted focus groups with Latino(a)/Hispanic students as well as attended trainings on the recruitment of Latino(a)/Hispanic students.

In conjunction with the Pew FTLC, the Division of Inclusion and Equity initiated two pilot collaborations. Fourteen faculty members have attended the Knapsack Institute. "The Institute provides participants with tools, knowledge and support to create an inclusive and empowering educational setting and experience." The name, "The Knapsack Institute" hails from Peggy McIntosh's renowned article, "White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies"(Peggy McIntosh, 1988).

The second pilot collaboration is a partnership with the National Center for Faculty Development and Diversity to provide mentoring for four faculty members. The mentorship program provides insight into increasing research productivity, time management, and living a full and healthy life outside of the university.

In addition, the university (specifically Academic Services and Information Technology) partnered with the University Prep Academy High School in Detroit, MI, through the leadership of the Thompson Foundation.



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Summary

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## **College of Community and Public Service**

### **Accomplishments**

#### **Action Area 1a: Access and Equity - Recruitment and Retention**

The CCPS positioned itself as a leader within the university in reference to work products produced. The CCPS has taken advantage of utilizing Inclusion Advocates for each search and employs the Affirmative Action Plan guidelines in all searches. Employment opportunities are adequately promoted through a significant number of publications and list-serves. As a result, a number of faculty from underrepresented populations have been hired in the CCPS. Also, many faculty members are involved with nonprofit board service. For example, faculty assisted the Wealthy Heights Neighborhood on issues tied to diversity and inclusion.

The CCPS also works annually to invite students from local career technical centers to visit the university and learn about careers and opportunities at GVSU. The CCPS also has a number of active student associations that involve minority students, such as "The Project," as well as a number of scholarships that assist minority students.

#### **Action Area 1b: Access and Equity - Policy/Administrative Initiatives**

Not applicable

#### **Action Area 2: Campus Climate**

Not applicable

#### **Action Area 3: Diversity in Curriculum/Co-curriculum**

The CCPS regularly assists with programming for the following: the TRiO Educational Talent Search, the Rev. Dr. Martin Luther King, Jr. holiday, an Asian Conference, the LGBT Resource Center, HIV-AIDS awareness in minority communities, Hispanic Awareness, the Women's Center, and the West Michigan Hispanic Center.

The CCPS offers scholarships for diverse students and has established a pipeline program and an active student association titled, "The Project," which engages minority students. The college is also a partner in a Polish Exchange program responsible for bringing international students to the university, as well as providing assistantships at the graduate level for international students.

Many diverse speakers are invited to present in various CCPS courses. The CCPS has a host of courses that are tied to diversity, equity, and inclusion, such as Pluralism in American Society (SW 300), Multicultural Issues in Social Work Practice (SW 461), and Cultural Competency for Social Work (SW 600). In addition, service learning projects with diverse organizations are a staple within the college.

#### **Action Area 4a: Organizational Learning - Internal**

Not applicable

#### **Action Area 4b: Organizational Learning - Community Outreach**

The CCPS established a great relationship with GRPS through the Dean's leadership as a member of the Superintendent's Advisory Board. Under the Dean's leadership, the CCPS evaluated various programs for GRPS with the help of the Social Work program. Also, the National Society of Minorities in Hospitality assisted with the recruitment and retention

of students of color. In addition, the college maintains a close working relationship with GRPS through several field education placements for Social Work students.

## **College of Education**

### **Accomplishments**

#### **Priority 2: Ensure the Presence of an Inclusive Environment that Supports a Full Range of Diversity**

The COE produced quality work in reference to diversity and inclusion by way of film and book discussions for both faculty and staff. These films included “The Class” and “Stand and Deliver,” as well as “Bullied.” Also, the college read the book “The Warmth of Other Suns” and held discussions. The COE also worked effectively with GRPS in preparing high school students for their transition to college.

Data shows that the COE increased its number of faculty from underrepresented groups, which is proven to be a benefit in retaining and recruiting students from underrepresented populations. The college also created the COMPASS program to recruit and retain underrepresented students in the teaching field, and recently established a new climate survey for the COE to build on the work of their 2007 climate survey.

The COE created ED 180 to support the placement of undergraduate teacher education candidates in diverse settings. In addition, the college hosted a discussion with community members on high school student graduate preparedness for college featuring Suhail Farooqui. Farooqui is the founder and Chief Executive Officer of Zarca Interactive, Inc. along with its subsidiaries K-12 Insight and SogoSurvey.

## **College of Health Professions**

### **Accomplishments**

#### **Action Area 1a: Access and Equity - Recruitment and Retention**

The CHP is unique in that it has a host of initiatives that are very rich. The college reported that roughly 70% of the students enrolled in the Kent Intermediate School District Early College program are students of color. This program has resulted in the recruitment of many of these students and the attainment of minority scholarships from various benefactors through the college.

The CHP posts career opportunities on the Multiracial Association of Professionals website and other inclusive recruitment resources and a host of its faculty and staff are attending the Inclusion Advocate Training. As a result, the college witnessed an increase in the number of hires from underrepresented populations. Seasoned faculty are mentoring and providing guidance to new faculty from underrepresented populations.

The college participated in three visits per semester at GRCC as well two visits to LCC and KCC to present and discuss articulation agreements with the university. The college also visited MMCC and LMC.

#### **Action Area 1b: Access and Equity - Policy/Administrative Initiatives**

The CHP integrated the IIP into its operational infrastructure and tasked a personnel member with the assessment of inclusion initiatives.

## **Action Area 2: Campus Climate**

Members of the CHP community are well represented on diversity and inclusion committees throughout the institution, such as the university's Climate Study Committee.

## **Action Area 3: Diversity in Curriculum/Co-curriculum**

A significant number of rural and underserved populations use the CHP's pro bono clinic offered each Friday that classes are in session. The clinic's services are offered free to underrepresented members of the community if they either lack insurance or have exhausted their insurance.

In addition, the college encouraged all faculty to read the book, "Immortal Life of Henrietta Lacks" by Rebecca Skloot, to foster a discussion tied to equity, diversity, and inclusion.

## **Action Area 4a: Organizational Learning - Internal**

CHP faculty attend the FTLC events and participate in the Community Reading Series, which allows both faculty and staff members to serve and assist with continuing education courses for the community at large. The college also created effective learning environments in which Spanish coaches were hired to teach Spanish to faculty and student volunteers.

## **Action Area 4b: Organizational Learning - Community Outreach**

The CHP demonstrated over 20 research projects tied to diversity and inclusion that permit faculty and staff to serve as primary investigators. Also, annually, the college provides a basic clinical instructional training and Spectrum Hospital utilizes the university's lab space three times a year for its CEU offerings to clinicians. The CHP also runs an exercise program for patients with Parkinson's disease.

Lastly, the CHP established a health science camp that recently completed its third year.

# **Brooks College of Interdisciplinary Studies**

## **Accomplishments**

### **Action Area 1a: Access and Equity - Recruitment and Retention**

The BCOIS developed some unique initiatives that are highlighted within the diversity literature. The college implemented a coaching system for new faculty on various topics, such as preparing for tenure, time management, and dealing with personal issues. The BCOIS designed initiatives to increase the interaction of faculty and staff. The college developed a program (*Brooks College Research Colloquium*) where faculty is provided an opportunity to present their scholarship at brown-bag-lunch programs. The college also emphasizes study abroad opportunities by hosting an event with presentations and activities for faculty and staff.

### **Action Area 1b: Access and Equity - Policy/Administrative Initiatives**

Not applicable

## **Action Area 2: Campus Climate**

Not applicable

### **Action Area 3: Diversity in Curriculum/Co-curriculum**

The BCOIS emphasizes study abroad to all students and offers an array of courses (US 201, US 280, LIB 100, and LIB 201) in the curriculum tied to equity and inclusion. Also, the college plays a vital role in diversifying the university's Oral History project and also developing "High Impact Activities." High Impact Activities include the following: first-year seminars and experiences, undergraduate research, common intellectual experiences, diversity/global learning, learning communities, service learning, community-based learning, writing-intensive courses, capstone courses and projects, collaborative assignments and projects, and internships.

### **Action Area 4a: Organizational Learning - Internal**

A number of BCOIS faculty and staff members are Inclusion Advocates and have participated in the Allies and Advocates program. A number of faculty and staff have also attended the Institute for Healing Racism, as well as crucial conversations workshops. A significant number of programs (i.e., movie reviews, discussions, film documentaries) have been offered that are tied to inclusion and equity. As a result, the college developed a robust forum of dialogue opportunities on race and other inclusion-related topics.

### **Action Area 4b: Organizational Learning - Community Outreach**

Not applicable

## **College of Liberal Arts and Sciences**

### **Accomplishments**

#### **Action Area 1a: Access and Equity - Recruitment and Retention**

The CLAS assisted in diversifying the university community through the translation of the admissions website and helping with the "Rockin' on the River" event in Detroit. The "Rockin' on the River" event is a six-week weekend series of concerts held along the Detroit River. A host of vendors and higher educational institutions attend this event and it provides exposure for the university. The college assisted with freshman orientation days, one-on-one transfer orientation sessions in the Academic Advising Center, advising to students within the Freshman Academy program, student athletes, non-traditional and international students. The CLAS continues its efforts to reach out to first and second-year students through *MapWorks* responses, particularly those who live off campus their first year, and offers special academic support to students with a GPA below a 2.0 at mid-semester and/or the end of the semester.

#### **Action Area 1b: Access and Equity - Policy/Administrative Initiatives**

Not applicable

#### **Action Area 2: Campus Climate**

When hosting various events, the CLAS offers participants access to the event menus in order to provide gluten-free and vegetarian options for diverse faculty, staff and students.

#### **Action Area 3: Diversity in Curriculum/Co-curriculum**

Faculty and staff regularly attend the Allies and Advocates program. Two teaching roundtable events were held which were tied to diversity, equity and inclusion. Discussions were held in reference to service learning opportunities, as well as undergraduate research and risk reduction for students involved with off-campus activities.

The college also created opportunities to diversify the curricula by establishing co-curricular projects such as “Building a More Inclusive Community,” as well as having discussions on cultural differences through the “Academic Integrity Out of the Box” events. The “Academic Integrity Out of the Box” events were in support of creating an inclusive atmosphere at the college. The college also supports the university’s Intercultural Training Certificate program.

In addition, the AoR performance group continues to perform throughout the campus community and the community at large. AoR is a student-oriented performance group founded in 2005 by Dr. Jennifer Stewart, associate professor of sociology. The performances “touch on everything from profiling and preferential treatment to taboos and stereotypes, the collection of vignettes, poetry readings and unscripted skit performances bordering on improvisation look to entertain through use of drama and comedic antics.”

#### **Action Area 4a: Organizational Learning - Internal**

The CLAS has a number of Inclusion Advocates and also underwent training titled, “Assessing Your Intercultural Competency.” The college publicizes/promotes participation in the university’s Allies and Advocates program.

#### **Action Area 4b: Organizational Learning - Community Outreach**

Not applicable

## **Finance and Administration Division**

### **Accomplishments**

#### **Action Area 1a: Access and Equity - Recruitment and Retention**

The Finance and Administration Division participated in training conducted by the Office of Affirmative Action. The division developed a plan of action to review all job descriptions for Clerical, Office and Technical (COT) and Administrative Professionals (AP). In addition, the division assisted the Human Resources Office with implementing an exit interview protocol for faculty and staff who leave the university.

The Finance and Administration Division oversees the ongoing construction of buildings and properties owned by the university to assure they are in accordance with the Americans with Disabilities Act (ADA) requirements. Pedestrian routes are continually reviewed for potential improvements and to comply with rules that address the needs of the visually impaired. The university consistently works to maintain compliance with ADA requirements. The division reported that it is actively engaged in keeping the university's physical features in good repair and educating the staff on ADA requirements so they can assist in this ongoing effort.

#### **Action Area 1b: Access and Equity - Policy/Administration Initiatives**

The division developed an Intercultural Advisory Committee which has met approximately three times with representation from all units. The division developed and disseminated clear information regarding diversity in performance assessments.

#### **Action Area 2: Campus Climate**

The division is continually reviewing the turnover rates of women and minorities within Finance and Administration. Also, the division continues to support the Division of Inclusion and Equity’s individual and collaborative efforts to create a more inclusive campus.

### **Action Area 3: Diversity in Curriculum/Co-curriculum**

Not applicable

### **Action Area 4a: Organizational Learning - Internal**

Not applicable

### **Action Area 4b: Organizational Learning - Community Outreach**

Not applicable

## **Office of Graduate Studies**

### **Accomplishments**

#### **Action Area 1a: Access and Equity - Recruitment and Retention**

The OGS reported that it made great strides in increasing the number of graduate assistants from diverse backgrounds.

#### **Action Area 1b: Access and Equity - Policy/Administrative Initiatives**

Not applicable

#### **Action Area 2: Campus Climate**

The OGS successfully identified targeted audiences to market GVSU graduate programs. Marketing materials show a diverse cadre of students and professionals. The OGS publishes *PACES* for the university community, which serves as a resource for various lectures, social events, tutorials, consultations, and workshops regarding graduate student needs for members of underrepresented populations. The OGS assisted with locating mentors of color through various *PACES* events to be mentors for graduate students of color.

Staff members are encouraged to participate in intercultural trainings and a diversity award was recently established to recognize faculty who are committed to inclusion and equity.

The OGS also coordinates with the Padnos International Center on the graduate assistant orientation and new graduate student orientation to promote international student participation. The office continually promotes diversity events to graduate students through event calendars, as well as *BlackBoard*.

The Dean's Citation Award for Inclusion and Equity was established, as well as the Kimboko Inclusion Award (through the Graduate Student Association) that recognizes faculty who are committed to diversity and inclusion.

#### **Action Area 3: Diversity in Curriculum/Co-curriculum**

New courses were added to the curricula that are tied to inclusion, equity and diversity. Faculty and staff of the OGS participated in the review process of new courses and programs.

#### **Action Area 4a: Organizational Learning - Internal**

Not applicable



## **Action Area 4b: Organizational Learning - Community Outreach**

The OGS instituted a program whereby alumni are involved in mentoring graduate students from underrepresented populations.

## **Kirkhof College of Nursing**

### **Accomplishments**

#### **Action Area 1a: Access and Equity - Recruitment and Retention**

The KCON is on course to enhance and improve inclusion, equity, and diversity efforts at the university. The KCON increased its presence of faculty, COTs, EAPs, and adjuncts from underrepresented groups as a result of marketing to a host of diverse organizations. The pool of underrepresented candidates also increased.

The KCON added a diverse curriculum through the University of Cape Coast's health programs and established ongoing international exchange partnerships. The college participated in a host of opportunities to dialogue about race and other inclusion topics.

The KCON received grant funding from the Health Resources and Services Administration to assist with workforce diversity. Nursing students conducted research on underrepresented populations. The KCON faculty also initiated a mentoring program for persons from diverse backgrounds. As a result, a number of minority students are being recruited through various initiatives.

Also, the KCON developed a greater awareness of the "many faces" of disabilities and learned how to adapt to their work environment and value and appreciate personnel that persist despite their disability. A Health Literacy program was implemented where health professionals addressed problems and solutions related to health literacy barriers. In addition, a pilot program for young pregnant women who are enrolled in services to promote full-term pregnancies and avoidance of low birth weight infants was established.

Faculty members serve on the Inclusion and Equity Advisory Board. In addition, faculty and staff members attend Inclusion Advocate training. Also, events were hosted to dialogue about race and other inclusion-related topics such as disability, class, religion, and sexual orientation.

Course content for baccalaureate nursing students integrated culturally diverse perspectives through measuring culture competency via exams, written and oral assignments, simulation experiences, and clinical evaluations, as well as utilizing the American Association of Colleges of Nursing (AACN) Toolkit for Cultural Competency. The college included the application of culturally sensitive awareness in the classroom and clinical areas through working with patients that live with HIV/AIDS from Clark Communities, as well as the university's Family Health Center. Curricula and cultural competencies continue to be evaluated within the college.

#### **Action Area 1b: Access and Equity - Policy/Administrative Initiatives**

Not applicable

#### **Action Area 2: Campus Climate**

Not applicable

### **Action Area 3: Diversity in Curriculum/Co-curriculum**

Not applicable

### **Action Area 4a: Organizational Learning - Internal**

Not applicable

### **Action Area 4b: Organizational Learning - Community Outreach**

Not applicable

## **Padnos College of Engineering and Computing**

### **Accomplishments**

#### **Action Area 1a: Access and Equity - Recruitment and Retention**

The PCEC is one of the top leaders of the colleges/schools in reference to inclusion and equity efforts. A number of unique programs through the Dean's office were founded and also additional academic programs were implemented.

The PCEC increased the number of underrepresented faculty in the college, as a result of attending the SWE National Conference and joining the Society of Hispanic Professional Engineers. Also, the college expanded the number of visitation and outreach events and added Spanish-speaking personnel to assist with outreach activities to Hispanic populations. The college is working with the Padnos International Center on assisting with the hiring of personnel with international experience. In addition, the college collaborated with admissions and assisted with luncheons and campus visits for incoming students. The continued expansion of outreach programs and the addition of graduate assistants to provide support for the STEPS program was initiated. Partnerships with internship employers, as well as student's awareness of the opportunities have increased. An increase in women in the engineering program was also found. The number of graduate assistantships, has also increased to support external projects. In addition, a National Science Foundation grant proposal that includes GRCC was submitted.

#### **Action Area 1b: Access and Equity - Policy/Administrative Initiatives**

Not applicable

#### **Action Area 2: Campus Climate**

The Dean's office initiated an open office hour's initiative to discuss campus climate and other important items. In addition, the Dean's Lunch Program was established. The Dean's Lunch Program gives PCEC faculty and staff the opportunity to discuss inclusion and equity items and build a team atmosphere with the Dean over lunch.

#### **Action Area 3: Diversity in Curriculum/Co-curriculum**

The PCEC supports and integrates culturally diverse perspectives where appropriate by working with the nonprofit organizations that serve diverse constituencies, such as Other Way Ministries, and providing support for the National Society of Black Engineers and the Society of Women Engineers. In addition, the PCEC co-sponsors numerous events tied to inclusion and equity such as Hispanic Heritage Month, the People of Color Network, OMA programs, and the Women's Center programs. PCEC faculty and staff also regularly attend Inclusion Advocate trainings.

#### **Action Area 4a: Organizational Learning - Internal**

Not applicable

#### **Action Area 4b: Organizational Learning - Community Outreach**

The college hosted state events, partnered with Sibley Elementary, developed and implemented the Science, Technology, and Engineering Preview Summer (STEPS) camp, and secured additional funding from external sponsors for STEPS to develop a scholarship program. In addition, the PCEC instituted the university's first robotics competition, whereby scholarships were given to attend GVSU.

The PCEC supports Grand Rapids Area Pre-Collegiate Engineering Program, STEM Consortium and the AIME project which assists with funding support for K-12 and GRCC. Also, articulation agreements were fostered and developed with GRCC. The college also supports the university's TRiO program, as well as programming for the Hispanic Center of Western Michigan.

### **Seidman College of Business**

#### **Accomplishments**

#### **Action Area 1a: Access and Equity - Recruitment and Retention**

The SCB increased the number of faculty from underrepresented groups. This is a result of an increased pool of candidates by utilizing the PhD Project, an organization that produces PhDs from underrepresented populations and also through advertising in diverse outlets such as *Diverse Issues in Higher Education*, *Hispanic Outlook*, and *El Hispano* magazines. The college collaborates with the Small Business and Technology Development Center, as well as local Hispanic and minority businesses. As a result, the college continues to nurture relationships with community cultural groups.

In addition to the diverse faculty, the diversity of the student applicants has also increased due to increased recruitment efforts in areas that are more likely to produce diverse candidates. These areas include Grand Rapids, Holland, Muskegon, Benton Harbor, Detroit and Chicago. Also, the college consulted with the Graduate Student Advisory Board regarding ideas to increase the minority student population as well as international students. The top majors for students of color at the undergraduate level (meaning the highest number of students enrolled) are Biomedical Science (244) and Pre-Business (239). Also, more diverse applicants for the MBA program have been received, with a multitude from HBCUs.

The SCB is assisting with and promoting the enhancement of cultural competencies with student organizations and providing more need-based and merit-based scholarships. Also, the SCB gave over \$60,000 in the past six years to encourage cross-disciplinary and interdisciplinary teaching and research.

The SCB participated in the Rev. Dr. Martin Luther King, Jr. executive planning committee and the Campus Climate Implementation Committee. The Dean's Undergraduate Student Advisory Board is hosting a conference with Delaware State and North Carolina Central University to discuss issues of diversity and inclusion. The SCB works with Ottawa High School through a partnership and supports the university's TRiO and Upward Bound programs. The college also co-sponsored diversity and inclusion related conferences and programs across the campus.

#### **Action Area 1b: Access and Equity - Policy/Administrative Initiatives**

Not applicable

## **Action Area 2: Campus Climate**

Not applicable

## **Action Area 3: Diversity in Curriculum/Co-curriculum**

Not applicable

## **Action Area 4a: Organizational Learning - Internal**

Not applicable

## **Action Area 4b: Organizational Learning - Community Outreach**

Not applicable

# **University Development Division**

## **Accomplishments**

### **Action Area 1a: Access and Equity - Recruitment and Retention**

The University Development Division accomplished most of its noted goals. The division established a host of new scholarships for various communities, post Michigan Proposal 2. All scholarships impacted by Michigan Proposal 2 were retained. Therefore, the By-Laws and Articles of Incorporation of the Foundation were altered to allow for the Foundation to maintain and hold potentially impacted scholarships.

The division sponsored a host of panels tied to diversity and inclusion efforts at GVSU, and alumni publications are currently being reviewed by staff from Inclusion and Equity prior to dissemination. The division assisted with soliciting and encouraging participation in promoting inclusion and equity with alumni through presentations and over 30 events within the community. The division created and enhanced alumni-sponsored lectures/community conversations on diversity topics and sponsored a large number of events tied to inclusion and equity. Also, Alumni Relations continues to work with student groups, organizations and students to engage them while they are on campus.

### **Action Area 1b: Access and Equity - Policy/Administrative Initiatives**

Not applicable

## **Action Area 2: Campus Climate**

Not applicable

## **Action Area 3: Diversity in Curriculum/Co-curriculum**

Not applicable

## **Action Area 4a: Organizational Learning - Internal**

Not applicable

#### **Action Area 4b: Organizational Learning - Community Outreach**

Not applicable

### **University Libraries**

#### **Accomplishments**

##### **Action Area 1a: Access and Equity - Recruitment and Retention**

The University Libraries are well on their way to advancing their inclusion and equity efforts. The libraries increased the presence of faculty and Administrative Professional (AP) staff from underrepresented groups and increased the number of orientation sessions for non-traditional students. In addition, library employees participated in intercultural trainings through the Division of Inclusion and Equity. The University Libraries also added collections tied to inclusion and equity to the library's reserve. The University Libraries utilize various outlets in publicizing career opportunities at the university (El Hispano, Black Caucus of the American Library Association, and the university's Affirmative Action mailing list).

##### **Action Area 1b: Access and Equity - Policy/Administrative Initiatives**

Not applicable

##### **Action Area 2: Campus Climate**

Not applicable

##### **Action Area 3: Diversity in Curriculum/Co-curriculum**

Not applicable

##### **Action Area 4a: Organizational Learning - Internal**

Not applicable

##### **Action Area 4b: Organizational Learning - Community Outreach**

Not applicable

### **University Relations Division**

#### **Accomplishments**

##### **Action Area 1a: Access and Equity - Recruitment and Retention**

The University Relations Division is working to advance equity and inclusion at the university, as well as in the community at large. A host of personnel serve as advocates on various search committees. In addition, the division maintains and regularly updates a recruitment and referral list that includes over 250 entities. All formal hiring searches are advertised through the University Relations minority publication list.

The division organized a host of student events to encourage people from diverse backgrounds to learn more about careers in the public relations field. Materials are translated in English, Spanish and Vietnamese. In addition, media coverage is provided in diverse markets.

The division advertises and broadcasts a host of diversity programs at the university, such as Black History Month, Hispanic History, Love and Forgiveness, and the Rev. Dr. Martin Luther King, Jr. holiday events. University Relations staff members serve on committees to promote these events. The University Relations team continues to focus on promoting and integrating diversity in all aspects of university life through marketing brochures and the university's website. Representatives from the division are on the Team Against Bias committee.

The University Relations staff promotes diversity through internal/external publications, news releases and TV/radio programming. In addition, division staff members serve various external constituencies and donate their time to building community partnerships with organizations tied to inclusion and equity, such as WGVU Engage and the Vietnamese American Association of Michigan. The division works in tandem with the OMA to produce videos and media for alumni reunions sponsored by OMA and assists with the university's phone banks for various pledge drives.

#### **Action Area 1b: Access and Equity - Policy/Administrative Initiatives**

Not applicable

#### **Action Area 2: Campus Climate**

Not applicable

#### **Action Area 3: Diversity in Curriculum/Co-curriculum**

Not applicable

#### **Action Area 4a: Organizational Learning - Internal**

Not applicable

#### **Action Area 4b: Organizational Learning - Community Outreach**

Not applicable

## **Academic Services and Information Technology**

### **Accomplishments**

#### **Action Area 1a: Access and Equity - Recruitment and Retention**

The enrollment of students from underrepresented populations has increased as well as the university's graduation rate. While the focus of this report is on diversity-related work at the university, it may also be of interest to note that overall undergraduate enrollment has increased as well. In addition, contracts with agents were signed and negotiated to assist the university in growing its international student population.

#### **Action Area 1b: Access and Equity - Policy/Administrative Initiatives**

Not applicable

## **Action Area 2: Campus Climate**

Not applicable

## **Action Area 3: Diversity in Curriculum/Co-curriculum**

Not applicable

## **Action Area 4a: Organizational Learning - Internal**

Not applicable

## **Action Area 4b: Organizational Learning - Community Outreach**

Not applicable

# **Office of the Vice Provost for Health**

## **Accomplishments**

### **Action Area 1a: Access and Equity - Recruitment and Retention**

The Standard Patient Program recruited a more diverse cadre of persons, and the OVPH secured diverse scholars for talks at the Interprofessional Education meetings. As a result, the OVPH hosted several speakers and conferences tied to diversity efforts.

### **Action Area 1b: Access and Equity - Policy/Administrative Initiatives**

Not applicable

## **Action Area 2: Campus Climate**

The OVPH continues to be an academic health care resource for the Kent Intermediate School District, resulting in a significant number of students matriculating to GVSU.

## **Action Area 3: Diversity in Curriculum/Co-curriculum**

The OVPH received a Department of Defense grant to provide culturally congruent care for 14 veterans and their families. The grant also provides participants with educational materials. The OVPH also initiated the recruitment of wounded warriors with traumatic brain injury through the Wounded Warriors Project.

## **Action Area 4a: Organizational Learning - Internal**

Professional development training for understanding the Americans with Disabilities Act (ADA) and the implications was presented to the OVPH staff.

## **Action Area 4b: Organizational Learning - Community Outreach**

Not applicable

## **Division of Student Services**

### **Accomplishments**

#### **Action Area 1a: Access and Equity - Recruitment and Retention**

The Division of Student Services completed a significant number of programs and initiatives to advance inclusion and equity at GVSU. The division has many staff members who participate in the Inclusion Advocate program. The division trains the transition leaders, who assist with new student orientation and the Transitions program, on the university's bias incident protocol. The division provides support for the Freshman Academy program, whereby second-year students are given opportunities to do internships, service learning, and to develop as a leader. The Division of Student Services is actively engaged in collaborating with GRCC, Grand Rapids Prep Academy, and Michigan Campus Compact to invite their students to participate in GVSU's career fairs. Diversity has been enhanced also through increased efforts for recruiting with the OMA.

#### **Action Area 1b: Access and Equity - Policy/Administrative Initiatives**

All Division of Student Services employees have taken the Diversity Profile (an evaluation), and diversity training is included in their performance goals. Also, an Intercultural Training Committee was established.

#### **Action Area 2: Campus Climate**

The Dean of Students established an exit interview process for all of the division employees departing the university, initiated fireside chats to provide an opportunity for dialogue about race, and assisted with the recent LGBT and Multicultural conferences. A Greek Allies and Advocates program was implemented as well as Greek 101 which included a cultural competence component. The Dean also assisted in the development of an Inclusion Leadership Certificate program that students are now participating in. The Women's Center introduced a new website, Facebook, and LinkedIn pages to provide resources for students. Also, fireside chats and Her Story sessions were held. In addition, the Division coordinated monthly meetings of the Veterans Network, as well as conducted follow-up surveys to student veterans.

#### **Action Area 3: Diversity in Curriculum/Co-curriculum**

The division founded the LGBT Center in 2008. The LGBT Resource Center, the Women's Center and the OMA have hosted a number of programs tied to inclusion and equity. Programming from the OMA and the LGBT Resource Center included LIB 100, US 201, and US 380 approved events. A scholarship program for LGBT students was established and mediation services are now offered to the campus community. The division staff members also attend the Allies and Advocates program. The Women's Issues Volunteer Corps training has also been taken by a significant number of students.

The Professional of Color Series provided several programs tied to diversity, equity, and inclusion on an annual basis. In addition, the Office of Housing and Residence Life provided intercultural training and readings for staff. An intercultural mentor training plan was completed. The Office of Housing and Residential Life also provided in-services training for Allies and Advocates. Also, the office provided full day workshops and monthly in-service on topics related to intercultural awareness for resident assistants. The Office of Student Life's Leadership Program offered the Inclusion and Diversity Leadership Seminar for students participating each semester.

#### **Action Area 4a: Organizational Learning - Internal**

The Dean of Students Office established a tracking system on staff diversity training within the division and a website was established.



## **Action Area 4b: Organizational Learning - Community Outreach**

The Division of Student Services assists with the Gear Up program that promotes GVSU within the GRPS District. Also, the division helps at-risk families and children through a grant program supported by the Center for Disease Control (CDC). A Girls in Sports program, in conjunction with GRPS, has been implemented. Members of the division also serve on the West Michigan Fair Housing Board. The Children's Enrichment Center was the principal investigator in a special project grant that led to the development of a full-day administrative event.

## **Inclusion and Equity Division**

### **Accomplishments**

#### **Action Area 1a: Access and Equity - Recruitment and Retention**

The Inclusion and Equity Division worked with Institutional Marketing to create an inclusion/diversity icon on the university homepage that takes users to a comprehensive listing of university inclusion efforts. Also, the division provides input on admission pieces and other publications as appropriate.

#### **Action Area 1b: Access and Equity - Policy/Administrative Initiatives**

The Anti-Harassment Policy was revised to refine the process by which investigations of harassment and discrimination are addressed. The division created an Inclusion and Equity Advisory Board, as well as the Native American Advisory Board. The division also worked with the Human Resources Office to develop a system for creating AP job descriptions.

#### **Action Area 2: Campus Climate**

The IIP was created as a separate strategic planning process at the university, and the Inclusion Advocates program was revised to require an enhanced certification process. The division's leadership participates in new and adjunct faculty orientation.

A gender identity and expression committee was formed to provide recommendations on how to make the university more trans-inclusive, and a religious interfaith calendar is now available online.

In 2011, the institution completed its fourth campus climate study. Inclusion and Equity has tasked the Campus Climate Implementation Committee to recommend action items to improve the university's climate.

The university implemented Gender Neutral Housing in 2011. Gender Neutral Housing started as a way to address housing needs of all students at the university and also to have a more responsive housing system for specifically transgender students.

The division provides assistance to the Allies and Advocates program. "Allies and Advocates exist to offer support and resources in a safe environment for members of the GVSU community concerned with issues of sexual orientation."

#### **Action Area 3: Diversity in Curriculum/Co-curriculum**

DSR introduced a learning specialist program and sponsored a pilot program for students diagnosed with Asperger's Syndrome.

The division launched a new intercultural training titled, “Culture and Power.” In addition, the division facilitated a review of the question regarding whether the university should be closed in observance of the Martin Luther King, Jr. holiday, whereby the university Academic Senate voted to cancel classes beginning in 2013.

#### **Action Area 4a: Organizational Learning - Internal**

The division assisted with creating a part-time career coach position in the Human Resources Office. The division also assisted with the creation of the Intercultural Training Certificate program.

The division played an integral part in supporting an environment of inclusion which led to external recognition. Recently, the institution received several awards tied to diversity, inclusion, and equity. In 2011, the Division of Inclusion and Equity assisted with the university receiving the Diversity Award from Minority Access, Inc. The university also received the Corporate ONE award from the Michigan Minority Supplier Development Council for providing procurement opportunities for minority businesses. Finally, the institution was named one of the top gay-friendly universities in the nation in 2011 and also received 4.5 stars out of 5 on Campus Pride’s LGBT Friendly Campus Climate Index in 2009. The university was recently included in the top 20% of colleges and universities around the country for being “military-friendly.” “Military Friendly Schools are the top 15% of schools nationwide that deliver the best experience for military students.”

A representative from DSR sits on various building and remodeling committees.

#### **Action Area 4b: Organizational Learning - Community Outreach**

In 2011, the Vice President for Inclusion and Equity co-authored an article with the Director of the Women’s Center. The article titled, “The Journey to an Inaugural Chief Diversity Officer: Preparation, Implementation and Beyond,” was published in “*Innovative Higher Education*.”

## **Additional Work Needed** **(Goals/Interest areas identified but not addressed/completed)**

### **College of Community and Public Service (CCPS)**

#### **Action Area 3: Diversity in Curriculum/Co-curriculum**

The CCPS noted that they are interested in working with the Division of Inclusion and Equity on designing and implementing post classroom opportunities for dialogues about race and other inclusion-related topics, such as disability, class, religion, and sexual orientation.

#### **Action Area 4b: Organizational Learning - Community Outreach**

The CCPS would like to develop additional international partnerships in the future, such as the Asian market (i.e., Hong Kong, Malaysia, Singapore).

### **College of Education (COE)**

#### **Priority 2: Ensure the Presence of an Inclusive Environment that Supports a Full Range of Diversity**

The COE listed that it is in need of faculty representation on committees tied to diversity and inclusion at the university.

### **College of Health Professions (CHP)**

#### **Action Area 4a: Organizational Learning - Internal**

The CHP would like to examine opportunities to develop dialogues about race and other inclusion related topics.

#### **Action Area 4b: Organizational Learning - Community Outreach**

The CHP would like to sustain its well-established rapport with GRPS by developing future programs and initiatives.

### **Brooks College of Interdisciplinary Studies (BCOIS)**

#### **Action Area 1b: Access and Equity - Policy/Administrative Initiatives**

The BCOIS listed that it is in need of staff and faculty representation on various inclusion and equity committees.

#### **Action Area 4b: Organizational Learning - Community Outreach**

The BCOIS noted that they were interested in establishing rapport with GRPS, and other area school districts, through the establishment of pipeline initiatives. Also, BCOIS needs to evaluate its language support system/program for its BCOIS international students.

### **College of Liberal Arts and Sciences (CLAS)**

#### **Action Area 1a: Access and Equity - Recruitment and Retention**

The CLAS notes that service within underrepresented communities is underway; however, the service opportunities performed need to be documented.

### **Action Area 1b: Access and Equity - Policy/Administrative Initiatives**

The CLAS would like to promote career opportunities to a network of diverse organizations.

### **Action Area 3: Diversity in Curriculum/Co-curriculum**

The CLAS would like to examine opportunities to develop dialogues about race and other inclusion related topics.

### **Finance and Administration Division**

#### **Action Area 1a: Access and Equity - Recruitment and Retention**

The division would like to coordinate and develop services to recruit and support veterans that are pursuing degrees.

The division is interested in a training session tied to assessing cultural competence while interviewing candidates for career opportunities.

#### **Action Area 1b: Access and Equity - Policy/Administrative Initiatives**

The division is in the process of designing a reward-and-value system to promote inclusion implementation strategies.

#### **Action Area 2: Campus Climate**

The division would like a training developed on how to work and interact with non-traditional students.

#### **Action Area 4a: Organizational Learning - Internal**

The division welcomes the opportunity to attend training modules on managing workplace conflict.

### **Office of Graduate Studies (OGS)**

#### **Action Area 1a: Access and Equity - Recruitment and Retention**

Currently, the OGS is seeking graduate alumni of color to assist with mentoring current graduate students from underrepresented populations.

#### **Action Area 4b: Organizational Learning - Community Outreach**

The OGS is interested in becoming actively engaged and involved in GRPS, as well as other area school districts and nearby communities. This would provide an opportunity to showcase the graduate programs offered at the university and help to increase enrollment.

### **Kirkhof College of Nursing (KCON)**

#### **Action Area 1a: Access and Equity - Recruitment and Retention**

The KCON is developing a retention plan and is also benchmarking the requirements for admittance into the college (with the university's peer institutions).

## **Padnos College of Engineering and Computing (PCEC)**

### **Action Area 1b: Access and Equity - Policy/Administrative Initiatives**

The PCEC faculty and staff members are interested in serving on committees tied to inclusion and equity.

## **Seidman College of Business (SCB)**

### **Action Area 1a: Access and Equity - Recruitment and Retention**

The SCB is interested in the development of print materials with testimonials from students touting their experience and also identifying students who are willing to assist with recruitment endeavors.

### **Action Area 2: Campus Climate**

The SCB is working to expand their brown bag lunches to include discussions on inclusion and equity.

## **University Development Division**

### **Action Area 1a: Access and Equity - Recruitment and Retention**

To increase institutional giving, a representation of a diverse cadre of professionals (Hispanic, African American, Asian American, Native American, LGBTQIA, Disabled, Veterans, etc.) may be included in future University Development articles and promotional materials. In addition, the division noted that it would like to strengthen the Black, Hispanic, Asian, and LGBTQIA affinity groups.

## **University Libraries**

### **Action Area 1a: Access and Equity - Recruitment and Retention**

The University Libraries are interested in completing efforts to hire more underrepresented students as student workers.

## **University Relations Division**

### **Action Area 1a: Access and Equity - Recruitment and Retention**

The University Relations Division noted that it could benefit from reviewing the current makeup of its staff members in reference to ethnicity, gender, sexual orientation, etc. This provides insight for marketing and press materials while employing a diverse staff.

## **Office of the Vice Provost for Health (OVPH)**

### **Action Area 1a: Access and Equity - Recruitment and Retention**

The OVPH has set goals to recruit a diverse cadre of faculty and staff from underrepresented populations.

### **Action Area 3: Diversity in Curriculum/Co-curriculum**

The OVPH is in the process of developing a culturally competent simulation scenario, but has yet to complete this task.

## **Division of Student Services**

### **Action Area 1a: Access and Equity - Recruitment and Retention**

Continue to expand/enhance diversity content for the Transitions Program beyond Bias Incident Protocol training.

### **Action Area 2: Campus Climate**

Design/implement opportunities for informal mentoring and support interactions between students of color/faculty of color and LGBT students/LGBT faculty.

### **Action Area 3: Diversity in the Curriculum/Co-curriculum**

Foster, promote and reward program collaborations between underrepresented and majority student groups.

## **Division of Inclusion and Equity**

### **Action Area 1b: Access and Equity - Policy/Administrative Initiatives**

The Division of Inclusion and Equity is in the process of designing incentives and recognition approaches to promote inclusion implementation strategies (both processes and outcomes).

### **Action Area 4b: Organizational Learning - Community Outreach**

Also, the division is beginning to explore how to enhance the climate in Allendale. The improvement of the climate in Allendale could enhance the quality of life for the students.

## Suggestions for Future Diversity, Equity and Inclusion Work

*The information below identifies how the university might enhance its efforts in preparing an even more inclusive environment and can be used to develop content for GVSU's next Strategic Plan. The material provided serves as promising practices within the higher education landscape. The University desires to work toward building a "critical mass" of underrepresented minority faculty, staff and students. Building a "critical mass" allows these persons to "no longer feel isolated or like spokespeople for their races."<sup>4</sup> Research demonstrates that a "critical mass" provides comfort for underrepresented minorities in articulating their lived experience and viewpoints.<sup>5</sup> We are aware of the great work being completed by all colleges and divisions; however, with additional staffing and resources the following action items could be considered. While the Office of Admissions and the Office of Financial Aid provide leadership for undergraduate recruitment efforts, they cannot do it alone. All units of the University have a responsibility to work together to sustain and enhance the level of activity necessary to continue to move the University towards achieving of a critical mass.*

### Action Area 1a: Access and Equity - Recruitment and Retention

#### Scholarships/Funding

Since research shows funding is the number one reason why most students depart from college, each college may want to examine the development of scholarship programs (need-based and merit-based).

#### Faculty

Seasoned faculty should be provided professional development opportunities on mentoring all new faculty, as well as new underrepresented faculty members, within their areas. Faculty mentorship to new faculty is vital to individual success. The university is in need of increasing the number of faculty from underrepresented populations.

Some GVSU colleges/schools developed a program whereby faculty have opportunities to present their research. This program can be utilized as a setting for colleges/schools/departments to develop research tied to inclusion and equity and present their findings over brown bag lunches.

In addition, each GVSU college/school may want to consider promoting the university's King-Chavez-Parks Future Faculty Fellowship program to students at the undergraduate and graduate levels.

#### Recruitment/Retention

Each college/school might develop a summer enrichment program pertaining to majors within the college/school or via a pipeline program within the academic year to recruit students to GVSU. In addition to summer enrichment programs and articulation agreements, each college/school could emphasize the opportunity for students to study abroad as the university is preparing global citizens.

All colleges/divisions/schools could develop programs that provide support, funding or faculty expertise to university programs such as TRiO, Upward Bound, etc. Professors could conduct talks, while schools/colleges and divisions could host meals and give presentations about their units, as well as the role their respective units play. The university may want to explore the possibility of reestablishing affinity groups.

While the university currently recruits heavily in Michigan, Illinois, Indiana, and Ohio, the Office of Admissions could broaden its scope of college fairs with the goal of recruiting a more diverse cadre of students. With 93.8% of students at

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<sup>4</sup> Sidnu, D.S.(February 18, 2013). A critical look at the 'critical mass' argument. *The Chronicle of Higher Education*, retrieve from <http://chronicle.com/article/A-Critical-Look-at-the/137369/>.

<sup>5</sup> *Grutter v. Bollinger*, 539 U.S. 306 (2003).

GVSU originating from the state of Michigan, the university may want to examine the opportunity to recruit more heavily in other territories, including Minnesota and Wisconsin.

In addition, the university may want to examine the following recommendations:

- Recruit additional Hispanic faculty because in order for Hispanic students to believe that academic achievement is possible for them, there must be successful role models on campus for them to follow
- Continue to include photos of diverse students in all marketing materials (i.e., disabled, African American, Hispanic, Asian, etc.)
- Develop relationships with alumni of color in the territories and markets listed above
- Consider examining ways to involve families earlier in the college readiness process (i.e. middle school) and continue to explore additional opportunities for campus visits. (Note: The Office of Admissions routinely runs bus trips from Detroit, Benton Harbor, Holland, Flint, Gary, Chicago, and other urban areas and Financial Aid visits 30 to 40 high schools locally to speak with families about financial aid and the FAFSA.)
- Recruit and retain more African American faculty and staff as a way to create a more diverse university experience
- Expand partnerships with neighborhood associations in the Detroit and Chicago markets
- Utilize Applications Quest
- Provide funds for departments to hire new international students, thus increasing positions that are not limited to federal work study students
  - Some institutions have similar incentive programs for faculty and staff positions as well
- Departments may want to examine programs to recruit international students and high achieving students of color

Colleges/schools/divisions/departments should examine their role in the recruitment and retention of all students. Recruitment/retention plans for each division/school/college should be established and made available to the entire university. Services offered to non-traditional students may need to be revisited, as the development of a website is not enough for this population.

### **Academic Affairs**

Consider developing a pipeline program similar to the Pennsylvania State System of Higher Education's (PASSHE) Frederick Douglass program. This program allows students from underrepresented populations to attend institutions to receive their graduate education through a graduate assistantship. The students are also given the opportunity to teach in the summer and receive a stipend.

Consider developing a university-wide partnership with MSIs, HBCUs, TCUs, and HSIs. Consider using alumni and students from underrepresented populations to assist in developing a plan to recruit graduate students from these populations. Also, developing a plan to identify financial resources to support these students could be beneficial to the university.

### **Hiring**

Colleges/schools/divisions need to network with diverse organizations pertaining to their field of study and may want to examine a plan or enhance current efforts to advertise career opportunities in diverse organizations.

## **Action Area 1b: Access and Equity - Policy/Administrative Initiatives**

### **Committees**

Each college/school should have membership on university-wide committees or participate in initiatives tied to inclusion and equity.



## **Food**

When hosting various events, organizers should provide menus prior to the event with gluten-free and vegetarian options for students, faculty, and staff.

## **Action Area 2: Campus Climate**

### **Student Organizations/Student Affairs**

All student organizations could benefit from working to promote the enhancement of cultural competencies among their members.

Develop or reinstate a Black Graduate Student Association, Hispanic Graduate Student Association, Asian American Graduate Student Association, and a LGBTQIA Graduate Student Association. Research shows that these students want to be in a safe place where they can relate and see others that resemble themselves.

The development of an open office hour's initiative and a Dean's lunch program with individual deans to discuss the campus climate and other inclusion and equity items can be essential to the university. This is a low-cost initiative to build shared governance and a collegial environment. The two initiatives also serve as a tool to enhance and improve inclusion and equity efforts on campus.

## **Action Area 3: Diversity in Curriculum/Co-curriculum**

### **Programming**

A few suggested programs might include the development of a Presidential Chat Series, wherein the President and the Senior Management Team hold forums on inclusion and equity matters at the university. Grand Valley could also develop a President's Diversity Series (sponsored by the Office of the President) that could provide an excellent opportunity to bring a wealth of headliner speakers to the university to open up communications about inclusion and equity matters. Ohio State University, University of Dayton, and Southeast Missouri State University can serve as models for this type of opportunity.

Some colleges/schools designed initiatives to increase the interaction of faculty, staff and students on issues tied to inclusion and equity. Therefore, an initiative or program that is offered once or twice a semester may be beneficial. An example is a reception with a speaker or an informal setting for students to speak on items tied to inclusion and equity.

### **Curriculum**

Numerous courses within the GVSU curriculum are tied to inclusion and equity. However, the question begs, "how can diversity or diverse thought be interwoven within the curriculum in other courses that are not tied to diversity?"

- Colleges/schools/departments should continue to examine opportunities to diversify the curriculum.
- How are departments/schools/colleges monitoring student progress?
- When students evaluate faculty at the end of the semester, a question tied to inclusion and equity should be added to the questionnaire, such as, was diversity or components of diversity incorporated into the curriculum?

## **Action Area 4a: Organizational Learning - Internal**

### **Communications**

The university may want to examine a better way to communicate inclusion and diversity efforts between the individual colleges/schools/divisions, as some programs and initiatives are not known within the university. Promote students (from all backgrounds) who receive national awards, fellowships, and/or scholarships to demonstrate that the university is an institution of choice.

### **Metrics**

A set of metrics should be developed to serve as a tool to evaluate the performance, compliance, and achievements of GVSU's schools/colleges/departments in regard to inclusion and equity. The Division of Inclusion and Equity can provide leadership for this effort.

### **Training**

Each college/school/division/unit should encourage or incentivize faculty and staff to participate in professional development workshops offered through the Division of Inclusion and Equity.

### **International**

To improve international organizational learning, the university may consider exploring the merit (and cost utility) of translating the entire university's website into Spanish, and possibly Chinese and Arabic.

### **Curricula/Programming**

The following could be established/continued/enhanced throughout the university:

- Examine opportunities to enhance the curricula with diversity of thought/perspective;
- Implement a coaching system for new faculty on various topics (preparing for tenure, time management, and dealing with personal issues);
- Design initiatives to promote shared governance and a collegial work environment;
- Implement the *Brooks College Research Colloquium* as a university-wide program; and
- Emphasize study abroad to all students for preparation of global citizenship.

## **Action Area 4b: Organizational Learning - Community Outreach**

### **Partnerships**

To advance existing community outreach efforts, units must continue to establish/enhance partnerships with local schools, school districts, and minority businesses. In like manner, the development of university-wide partnerships with MSIs, HBCUs, HSIs, and TCUs is critical. Colleges may also consider developing additional international partnerships in the future, such as the Asian market (i.e., Hong Kong, Malaysia, Singapore). In addition, more university-wide public relations and press coverage is needed on all GVSU students who receive national awards, fellowships, and/or scholarships to demonstrate that GVSU is an institution of choice.

If articulation agreements are not already in place to attract talented students, they may need to be developed. In addition, each college/school can continue to examine opportunities to expand upon its work with GRPS as well as engaging and collaborating with other nearby schools districts such as Holland, Muskegon, Traverse City, and the Detroit Center, where

branch campuses are located. The development of additional pipeline initiatives and programs with middle and high school students could be beneficial as well.