

INCLUSION *extra!*



GRAND VALLEY
STATE UNIVERSITY
INCLUSION AND EQUITY
DIVISION



Fall 2013

Inside *extra!*

Exciting Changes for the Division of
Inclusion and Equity page 2

Can universities consider an
applicant's race? page 3

Spotlight on Admissions..... page 4

Rethinking Columbus page 5

Final results for Moving Beyond,
the Inclusion Implementation Plan page 6

Intercultural Training Learning
and Development Workshops page 7

Linh Huynh,
2013 Ms. Wheelchair Michigan..... page 8

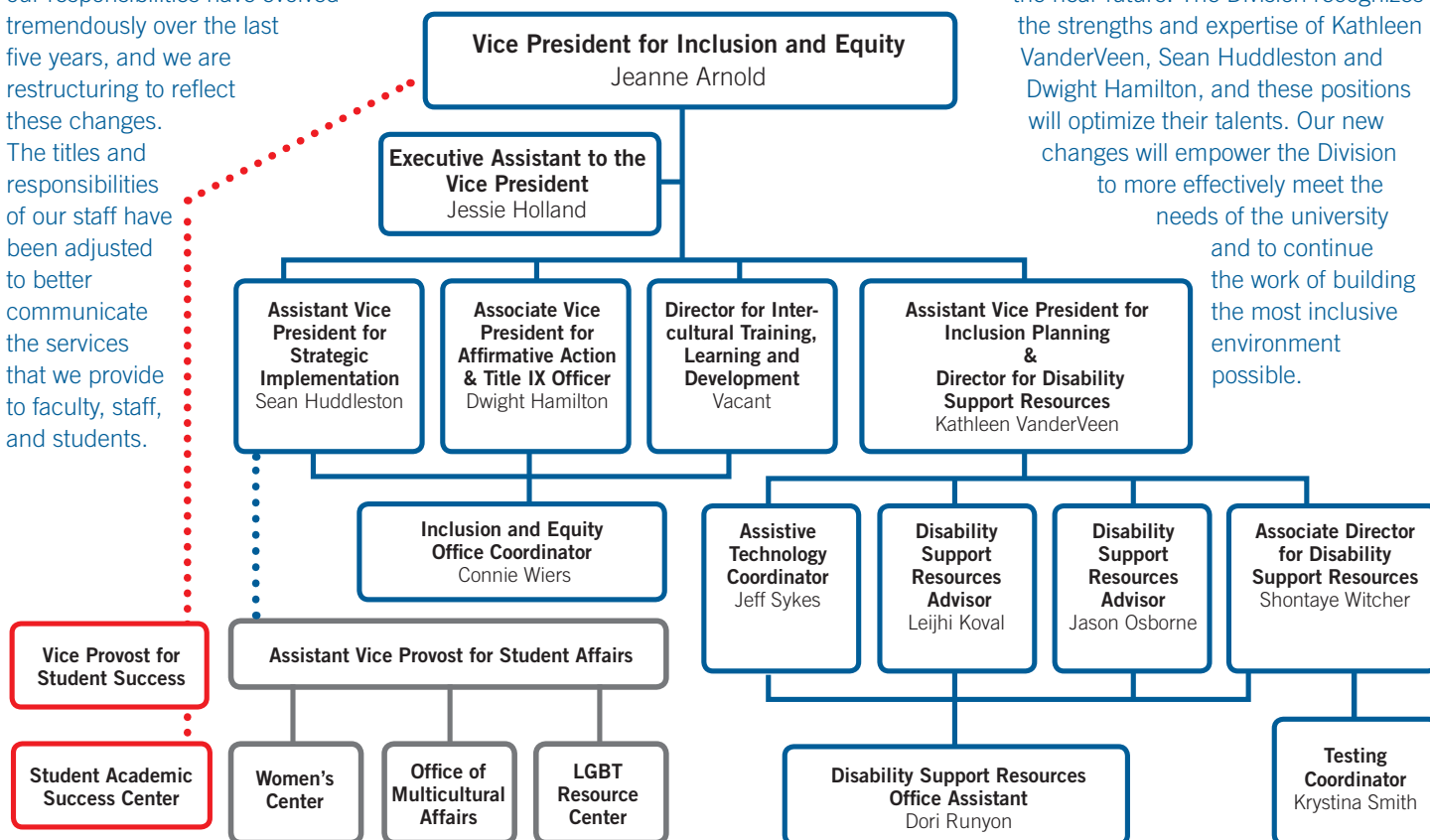


Exciting Changes for the Division of Inclusion and Equity

By Jeanne J. Arnold

The Division of Inclusion and Equity is very pleased to announce some exciting changes that are happening to better serve the University. When the Division of Inclusion and Equity was created in January 2008, we were eager to define diversity and begin to enhance inclusive practices here at Grand Valley. Our website now states, "Diversity is the presence of difference. Inclusion requires genuine actions to achieve intercultural competence and a racism-free community." Our Division has found that our responsibilities have evolved tremendously over the last five years, and we are restructuring to reflect these changes. The titles and responsibilities of our staff have been adjusted to better communicate the services that we provide to faculty, staff, and students.

The new positions and title changes that have been created are as follows: Assistant Vice President for Inclusion Planning & Director for Disability Support Resources, to be filled by Kathleen VanderVeen; Assistant Vice President for Strategic Implementation, to be filled by Sean Huddleston; and Associate Vice President for Affirmative Action & Title IX Officer, to be filled by Dwight Hamilton. The vacant position for the Director for Intercultural Training, Learning and Development, will be filled in the near future. The Division recognizes the strengths and expertise of Kathleen VanderVeen, Sean Huddleston and Dwight Hamilton, and these positions will optimize their talents. Our new changes will empower the Division to more effectively meet the needs of the university and to continue the work of building the most inclusive environment possible.



The blue dotted line indicates a liaison role.

The red dotted line indicates the annual funding of a Graduate Assistant to support the Freshmen Academy Retention Program since 2011.

Understanding Title IX

On June 25, 2013, the U.S. Department of Education's Office of Civil Rights (OCR) issued a "Dear Colleague" letter to offer guidance to educational institutions on meeting the needs of pregnant and parenting students. Along with its Dear Colleague letter, the OCR published a pamphlet, entitled "Supporting the Academic Success of Pregnant and Parenting Students under Title IX of the Education Amendments of 1972."

Most notable in the OCR's guidelines is the requirement that faculty excuse a student's absence because of pregnancy or childbirth for as long as the student's doctor deems her absence to be medically necessary. Further, the student must be allowed to return to the same academic and extracurricular status as she held before her medical leave began. Accordingly, when the student returns to class, she should have the opportunity to make

up any work that she missed and should not be penalized for her absences where attendance and participation are part of the course grade.

A link to the OCR's pamphlet is available on the Title IX Officer's webpage.

TITLE IX

Dwight Hamilton, GVSU's Title IX Officer offered a new training program, "Understanding Title IX" on November 7, 2013. This program provided an overview of Title IX's prohibition of sex discrimination and how those prohibitions are relevant to GVSU's handling of incidents of sexual harassment, sexual assault, dating/domestic violence, and stalking. The program also included information on accommodating the needs of pregnant and parenting students.

Can universities consider an applicant's race in making admission decisions?

The United States Supreme Court issued its ruling on the *Fisher vs. University of Texas* case, which examined whether universities may consider an applicant's race in making admission decisions. This case was expected to significantly affect the use of affirmative action in the United States.

Instead of rendering a sweeping decision, the Court sent the matter back to the lower Texas federal court. This court will examine whether the University of Texas' consideration of race in its admissions was done in the narrowest possible fashion and whether the University of Texas' goals of diversity could have been sufficiently accomplished through the use of "race-neutral" measures.

The Court however, left standing its long-held legal precedent that diversity is a compelling governmental interest because it provides educational benefits to universities. Accordingly, the Court left the overall legal framework for affirmative action intact.

Despite the Court's ruling that universities may consider race in its admission practices, it has placed a higher burden on

universities to prove that such consideration is narrowly tailored to accomplish their diversity goals. Courts may not grant universities the benefit of the doubt when their admission policies are challenged. Universities must instead make a "substantial evidentiary showing" that their race-conscious admission practices are handled in the least restrictive manner possible and also show that available, workable race-neutral alternatives were insufficient to advance the diversity of the student body.

The Court's ruling does not change Grand Valley's admission policies. Grand Valley does not consider an applicant's race in making admission decisions and is prohibited from doing so by Michigan's Constitution, as amended by 2006's Proposal 2 Ballot Initiative. Although the Sixth Circuit Court of Appeals overturned Proposal 2 because it found that the ballot proposal was an unconstitutional "reordering of a 'political process,'" placing a "special burden" on racial minorities, Michigan's Attorney General has appealed its decision. The United States Supreme Court heard oral arguments on the constitutionality of Proposal 2 this fall and will provide its final word in June 2014.

Latin@ Affinity Group is Welcomed to Grand Valley

Grand Valley's administrators are examining the opportunity to form a Latin@ affinity group for faculty and staff. Grand Valley is committed to recruiting and retaining diverse faculty, staff, and students. A Latin@ affinity group will serve as a mechanism to advance this commitment, build community, and improve recruitment and retention of diverse talent.

Specifically, this organization will address Latin@ interests at the University, as well as educational concerns and the advancement of the Latin@ community. Objectives include:

- Assisting with building and creating a sense of Latin@ community at the University;
- Serving as an informal networking support that nurtures Latin@s as a visible and viable contingency within the Grand Valley community;
- Providing space for networking and collaborative opportunities with other local Latin@ affinity groups;
- Streamlining programs and departments in developing university-wide Latin@ initiatives (i.e. focused events and speakers); and
- Functioning as a recruitment, retention, and advancement strategy of Latin@ faculty, staff and students.

The Latin@ affinity group held a reception on September 27th in the Mary Idema Pew Library Multi-Purpose Room. Hosted by Ed Aboufadel, Connie Dang, Adriel Hilton, Natalia Gomez, Carlos Rodriguez, and Alli Roman, the reception was an occasion for faculty and staff to mingle and learn more about this new affinity group.

As Grand Valley continues to become a more inclusive campus, affinity groups are one way to create a welcoming and supportive environment for all faculty, staff and students. The next steps for the Latin@ affinity group are to select a name, develop a structure, name a leadership team, and clarify priorities and goals. Once the Latin@ affinity group is established, the hope is that more groups will be formed. All interested faculty and staff may contact Connie Dang at ext. 1-2177 for more information.

Disability Support Resources adds a shuttle stop during construction



A shuttle van stop has been established in parking Lot M, between Lake Michigan and Lake Ontario halls, to assist faculty and staff members who are using handicap parking spaces in the area.

The Rapid donated a bus shelter for this area. It will not be an additional stop for the Rapid bus, but will be used temporarily to pick up employees who use handicap parking spaces to shuttle them to AuSable, Lake Huron and Lake Superior halls or Performing Arts Center during the ongoing construction.

For more information on ride schedules contact Disability Support Resources (DSR) at ext. 1-2490.

Spotlight on Admissions

The Admissions Office is often responsible for the first impression that a prospective student may have of Grand Valley State University. With this in mind, Admissions makes a very deliberate effort to embrace and promote diversity and inclusion right from the start. Michelle Loving McKay, Astin Martin and George Davis all handle different aspects of reaching out to students, and showing them the variety of opportunities that GVSU has to offer. Many events and outreach programs are planned and launched each year with the intention of increasing diversity on campus. The emphasis is placed on welcoming all students, regardless of ethnicity, sexual orientation, gender identity and expression, cultural, or religious backgrounds.

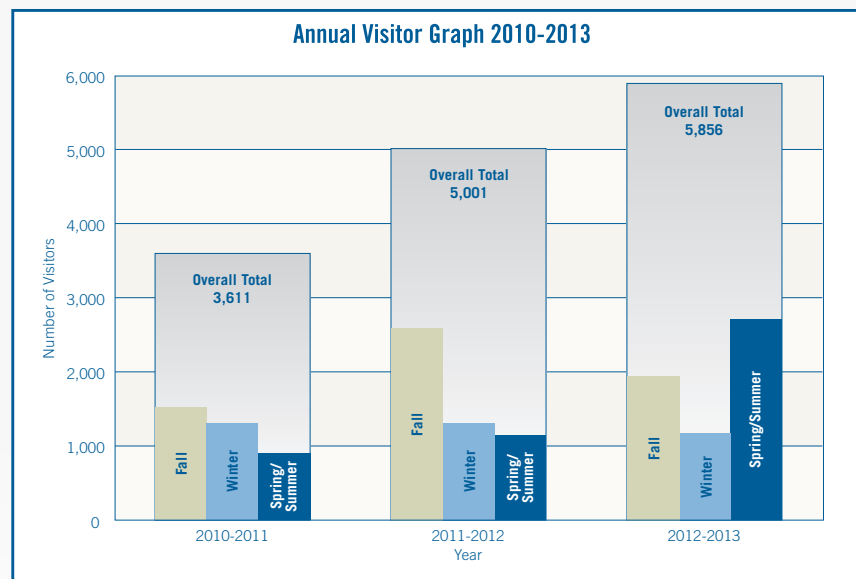
Recruiting events are planned for prospective students before they even reach the GVSU campus. One area where Admissions puts great effort is outreach to minority students who might be the first in their families to have an opportunity to go to college. The process can be daunting for many, and Admissions works to remove these barriers by sending busses to the Chicago and Detroit areas to bring high school students to the University campus for a visit, and also to help with the admissions process.

College Decision Day is another event held at several high schools in the Detroit Public School district. This is an event where Admissions staff will assist students with their application process in the morning, and then let the students know of their acceptance into the University that same afternoon. Last year 220 applications were reviewed in 4 hours!

Locally, Admissions holds events to increase applications from minority students around the West Michigan area. The Kent County Youth Summit is an event that has been held on campus for the last 2 years. The Youth Summit educates students in grades 8-12 on the process of getting into a college or university. Last year's event helped over 1200 students learn more about their options for higher education. In an effort to increase exposure to the local Hispanic population, the Latino Youth Conference is also held at the University to showcase Grand Valley's educational options.

Laker Perspectives Day is the largest event that Admissions

coordinates on campus. This is a campus visit day in November dedicated to discussions and presentations led by student ambassadors. Prospective students and their families are able to learn more about the diverse opportunities that Grand Valley offers. This day includes a campus tour, and students can talk to current GVSU students to learn more about many topics, from student life to career services.



The Admissions Office is continually striving to reach students of all backgrounds. They are always interested in finding new students through outreach events, some of which have been established for years, as well as incorporating new and exciting ideas. Grand Valley's priority is to be an open and inclusive campus, so that all may have access to the educational and life opportunities that higher education can provide.

Campus Links Program Expands in its Second Year

The Campus Links program that supports GVSU students with Autism Spectrum Disorder (ASD) began its second year as a Living Learning Community in South D. Last year, Disability Support Resources (DSR) Campus Links provided six students with the daily contact of four mentors. The program has expanded to nine students with two returning mentors, Emily Kade and Ken Pierson, joined by two new mentors, Caitlin Reese and Maggie Whaley. The mentors and mentees participated in orientation in late August followed by an open house attended by the mentees, parents, and other Campus Links supporters and partners.

A second level of mentor support called Campus Links Blue, for non-residential ASD students on GVSU's campus has been added to the program. This part of the program will provide a minimum of two weekly peer mentor contacts for individuals who wish to participate.



New Diversity Teaching Excellence Award

The Inclusion and Equity Division and the Pew Faculty Teaching and Learning Center collaborated to establish the Burch, Jacobs & Moore Diversity Teaching Excellence Award. This award was created to recognize a faculty member

who has advanced and encouraged diversity within the Grand Valley community through his/her outstanding teaching. The award is named



Joan Shepard Burch



Annie Jacobs



James Moore

for the first Grand Valley graduates of color: Joan Burch, Annie Jacobs, and James Moore. These pioneers graduated in 1967 and continue to be active members of the university's Alumni Association.

The faculty member who receives this award is recognized for fostering awareness about diversity issues, promoting cultural competence, and helping to advance a campus environment that is welcoming and supportive of differences through his/her teaching.

The award will be presented at the 2014 Faculty Awards Convocation which is scheduled for February 6, 2014 from 4 – 6 pm in the Loosemore Auditorium at the DeVos Center.

GVSU to host 2015 Equity Within the Classroom Conference

GVSU's Inclusion and Equity Division, in collaboration with the Pew Faculty Teaching & Learning Center, the Office of the Provost, and the Office of Multicultural Affairs will host the 2015 Equity Within the Classroom Conference, celebrating the 25th anniversary of the event. The conference is hosted annually as a collaborative effort between Michigan's King-Chavez-Parks (KCP) Initiative and the state's public and independent colleges and universities. The event serves as an annual forum for faculty, administration, staff and post secondary education supporters. The purpose of this forum is to review current research findings, annual retention outcome data, best practice strategies, and retention strategies to positively impact equality and achievement for under-represented students. Co-chairpersons for this conference are Dr. Dana Munk and Sean Huddleston.

Rethinking Columbus

Traditionally, Columbus Day has been a day of recognition and celebration in American culture. The second Monday in October is a federal holiday and a day where many schools across the nation are closed to honor Christopher Columbus and his "discovery" of the Americas. However, many Hispanic and Native cultures feel this honor is greatly misplaced. While American schoolchildren are often taught to revere Columbus as a hero, to indigenous cultures he is a figure that represents many atrocities that were inflicted upon native people. The people of these indigenous cultures endured violence, rape, and genocide during the colonization of the Americas, and many people are not aware of this history.

The Office of Multicultural Affairs presented "Rethinking Columbus" on Monday, October 14, 2013. On this day, signage was placed throughout Grand Valley's campus with facts from the second chapter of *A People's History* (author Howard Zinn), to help educate students. That evening a panel presentation was held in the Cook DeWitt Auditorium. This presentation was moderated by Levi Rickert of the Native News Network, and panelists

discussed the historical and social impact of the colonization of the Americas, as well as current movements which challenge Columbus Day, such as the Dia de la Raza movement. The event also featured a hand drummer, as well as a local artist. The Rethinking Columbus event was coordinated by Nikole LeCompte, President of the Native American Student Association, and Santiago Gayton of Student Life as a part of Hispanic Heritage Month.



Grand Valley receives high rating as LGBT-Friendly campus

GVSU has received a “4.5 star” ranking in Campus Pride’s 2013 LGBT-Friendly Campus Climate Index. Every year, GVSU is evaluated on actions it has implemented to create an LGBT inclusive environment.

Campus Pride is “the leading national nonprofit organization for student leaders and campus groups working to create safer, more LGBT-Friendly learning environments at colleges and universities.” Campus Pride considered GVSU’s policies, programs, and practices based on sexual orientation, gender identity/gender expression, and eight other LGBT-friendly factors, including campus safety, student life and academic life.

Last year, GVSU received “5 stars,” Campus Pride’s highest possible rating. In 2013, Campus Pride revised its “LGBT Friendly

Campus Report Card,” adding new factors to measure campus friendliness. Of the overall factors, Campus Pride identified the following measures that GVSU currently lacks, which presumably resulted in this year’s 4.5 star rating. LGBT housing

options/themes, trans-inclusive insurance coverage for gender affirming medical expenses, an active LGBT alumni group, and having an accessible, simple process for students to change their names and gender identity on university records and documents.

These factors are largely consistent with recommendations included in

GVSU’s Gender Identity and Expression Committee’s Final Report and Recommendations, which was presented to GVSU’s Senior Management Team on September 16, 2013.



Final results for Moving Beyond, the Inclusion Implementation Plan 2008 – 2011

In June of this year, the Inclusion Implementation Plan (IIP) report was disseminated to the university community (specifically all faculty and staff). The report included the accomplishments of individual colleges and divisions based on goals established in 2008. Also, the report incorporated goals that have yet to be accomplished (which in the report are titled additional work needed). Finally, the report provided suggestions for future diversity, equity and inclusion work if additional staffing and resources were readily available.

Grand Valley prides itself in demonstrating shared governance; therefore, faculty and staff provided comments over the summer months. The Division of Inclusion and Equity worked to include the feedback in the report which was released in September to all faculty, staff and students.

The Division of Inclusion and Equity is pleased to convey that, due to a great deal of effort and enthusiasm from the campus

community, many of the objectives were met. For example, many colleges and divisions across the university are engaged in efforts to diversify their faculty, staff and students. Also, new scholarships have been established to assist students in funding their education. Furthermore, new courses have been added to the curricula that are tied to diversity, equity and inclusion. For example, the LGBTQ minor commenced this fall.

Most recently, the Division of Student Services created two additional mentoring programs for students of color: Hermanos (Hispanic males) and the Black Male Scholars Initiative (formerly called Brothers). These two groups are designed to enhance the student experience by providing encouragement and a sense of community.

To access the full IIP report, go to the Division of Inclusion and Equity’s homepage and click on the “Inclusion Implementation Plans” icon.

Policy about disability accommodation added to manual

A new university policy supports faculty and staff members if they choose to disclose a disability that requires accommodation. The Disability Accommodation Policy was added to Grand Valley’s Policy Manual. View it online at www.gvsu.edu/gvmanual, click the Index: A-Z. Kathleen VanderVeen, Director for Disability Support Resources, said the policy gives faculty and staff members a clear process to follow if they choose to disclose a disability and request accommodations.

Questions can be directed to DSR at ext. 1-2490.

Intercultural Training Learning and Development Workshops

The Inclusion and Equity Division's 2013-2014 workshops offer dynamic opportunities for Grand Valley faculty and staff to gain knowledge and skills that enhance intercultural competence. The following workshops are scheduled for this academic year:

What's Your Cultural Quotient (CQ)?

This three-hour interactive workshop will explore cultural intelligence as a means of understanding the impact of an individual's cultural background on their behavior. Using the Cultural Intelligence Scale (CIS), participants will gain insight on how to measure their Cultural Quotient (CQ). An individual's CQ is their ability to engage successfully in any environment or social setting.

Understanding Title IX

This 90-minute workshop will provide participants with an understanding of Title IX of the Education Amendments of 1972. This workshop will explore the different types of sexual discrimination including, sexual harassment, sexual assault, the rights of pregnant and parenting students, and the role of the Title IX Officer.

Talk to the Hand: Communicating Interculturally Without Words

Building on skills developed in ITLD Level 301 Talking the Walk: Developing your Intercultural Communication Skills, this two-hour interactive workshop is designed to provide participants with tools and information to build cultural competence regarding body language and other non-verbal cues that vary widely across and throughout cultures.

It's a Small World: Microaggressions, Microinequities, and Microadvantages

This two-hour interactive workshop will explore the origination and anatomy of brief and routine verbal, behavioral or environmental indignities. Intentional or unintentional, these indignities communicate hostile, derogatory or negative racial slights and insults toward people of marginalized cultures. Perpetrators of microaggressions are often unaware that they engage in such communication in their interactions. This workshop will provide skills to help both recognize and manage these communications and behaviors.

White Privilege and Critical Race Theory

This two-hour workshop will explore White Privilege as it relates to the Critical Race Theory. Participants will gain an understanding of how racial inequalities can be conceptualized by focusing on the advantages that white people accrue from society and how they relate to the disadvantages that people of color experience.

To sign up, please visit the Inclusion and Equity section found at: www.gvsu.edu/seminar for workshop dates, locations, and registration information.

Intercultural Communities of Practice Returns

In 2012, the Inclusion and Equity Division launched a new program called Intercultural Communities of Practice (ICoP) to encourage more dialogue between people of different cultural backgrounds. Led by a facilitator, the ICoP's main goals are:

- to develop a deeper understanding of diverse perspectives and practices
- to increase engagement and the freedom to make choices
- to foster equality
- to enhance creative processes

Because of the program's success in its first year, we are excited to bring ICoP back for another year. Facilitators from divisions and colleges throughout the University have been trained and are ready to engage thoughtful discussions on a wide variety of topics related to diversity, inclusion, and intercultural competence. There are several ICoP groups that will meet once a month. To sign up, please visit the Inclusion and Equity section found at: www.gvsu.edu/seminar for registration information.



Faculty of Color Fall Gathering, September 20, 2013 held at the home of Professor Dianne Green-Smith

Disability Support Resources welcomes new graduate assistants



Jessica Marzi is the new graduate assistant for Disability Support Resources (DSR) Campus Links Program.

Jessica graduated from the University of Florida in August 2012 with a Bachelor of Science in Health Education and began her service year with AmeriCorps two days later. With AmeriCorps, she was

a mentor coordinator as well as a mentor at a high school in Tampa, Florida. When considering graduate schools, Jessica felt it was time to move out of Florida and relocated to the Midwest to begin working on her Master's in School Counseling at Grand Valley. She started working with DSR at the beginning of August, and is enjoying her work with the students in the program.

When she isn't on campus, Jessica enjoys watching her Gators play football, going to Disney with family and friends, and traveling. She is excited to see what Michigan has to offer, and hopes to survive her first winter in the snow.



Sam Lampe brings enthusiasm and leadership experience to his new position as a graduate assistant in Disability Support Resources.

Sam recently finished his Bachelor of Science in Business Administration at Aquinas College. Throughout his post secondary education, Sam incorporated creative philosophies with systematic processing. Sam brings experience in peer mentoring,

leadership, and interpersonal communication. He plans to use these experiences in his new position.

Sam is pursuing a M.Ed. in higher education, College of Student Affairs Leadership at Grand Valley State University. Sam said, "I am honored, humbled, and ecstatic for the opportunity to join the GVSU community and become a Laker for a lifetime!"

In his free time, Sam enjoys pursuing culinary endeavors, relaxing with family and friends, playing tennis, and taking walks with his dog Teddy.

Grand Valley graduate Linh Huynh wins 2013 Ms. Wheelchair Michigan



Linh T. Huynh competed in Ms. Wheelchair America in July 2013, where she was given the "Lifetime Achievement Award." The honor has allowed Linh to expand awareness of disability advocacy in Michigan and

beyond. As a part of her year-long duties for Ms. Wheelchair Michigan, Linh will attend 30-45 regional and statewide events.

Linh is a passionate artist, and an advocate for people with disabilities. She graduated from Grand Valley State University in 2012 with a Bachelor of Science in Psychology, and has already begun making an impact in the state and around the country with her title as Ms. Wheelchair Michigan 2013.

As a student, Linh participated in a variety of campus activities. She is an alumna member of Phi Theta Kappa honor society and Delta Phi Lambda sorority. She also participated in the Child Life Council, and was a founding member of Vietnamese Interests, Education, and Traditions. For her involvement on campus, she received the "I am Grand Valley" award for 2010 and 2011.

Linh began speaking as a guest lecturer for the GVSU School of Social Work and the Psychology Department as an undergraduate, and still visits Grand Valley classrooms as an alumna. She educates students about pluralism in American society, the psychology of physical disabilities, and shares her experiences living with Spinal Muscular Atrophy.

As a freelance graphic designer in the Grand Rapids area, Linh continues to expand her portfolio. She is continuing her postgraduate studies at Western Michigan University, working toward a Child Life Professional Certification.

Her volunteer work in West Michigan is focused on helping children at the Helen DeVos Children's Hospital and Metro Hospital cope with traumatic experiences. She also supports GVSU's "Wheel Run Together" race. She strives to set an example for others who are living with disabilities and lives by the mantra: "When life gives you lemons, make cupcakes."