

FEBRUARY 2023

DIVISION OF INCLUSION AND EQUITY

Report to the Board of Trustees

Introduction

At Grand Valley, equity and inclusion are integral to its mission to empower learners in their pursuits, professions, and purpose, and to enrich society through excellent teaching, active scholarship, advancement of equity, and public service.

Grand Valley's commitment to equity and inclusion is visible across the university and guided by its values of inquiry, inclusive and equitable community, innovation, integrity, and international perspectives. Grand Valley is committed to building a culture of educational equity through Reach Higher 2025, embracing its role as a leader in urgently advancing equity for all learners, serving as a catalyst toward a more just and sustainable world, and working to eliminate disparities and obstacles for student success, especially those that have historically been along lines of color, race, socioeconomic status, sex/gender, including gender identity and expression, and sexual orientation.

Grand Valley intends to be a national model for equity and inclusion in higher education by implementing and innovating evidenced-based best practices, responding to regional and national trends, and contributing to local and national discourse on the responsibility of higher education to provide equity and inclusion to all students, faculty, and staff.

The university adopted a Framework for Inclusion and Equity in 2015, which was revised in 2022-2023. The Framework supports university efforts to:

- focus on **equity and structural diversity, inclusion and campus climate, and learning and development;**
- further position GVSU as the national model for equity and inclusion among public, regional comprehensive universities;
- operationalize GVSU's strategic plans to center equity and inclusion for a more diverse learning community and guide strategic planning for the Division of Inclusion and Equity; and,
- develop communications and outreach content to support cohesive messaging for internal and external engagement and learning.

Grand Valley has a steady history of bold and intentional attention to data-informed improvements advancing institutional transformation and innovation. In 2008, Grand Valley was the first institution of its kind and size to build a divisional, portfolio-style diversity structure and hire a vice president as an executive officer to lead its efforts at the time. The university also has an over 30-year history of assessing campus climate and taking action based on the findings. Engaging the entire campus in sharing open and authentic feedback about experiences and perceptions as members of the campus community has become an institutional commitment.

Grand Valley's creation of the Division of Inclusion and Equity was a visionary, forward-looking action that has positioned the university as a national model for equity and inclusion in higher education and an invaluable resource in West Michigan.

Since 2008, significant progress toward creating a welcoming environment has been achieved at GVSU. A university-wide Inclusion Implementation Plan (IIP) was completed in 2011 under the leadership of the inaugural Vice President for Inclusion and Equity, Dr. Jeanne Arnold (2008-2014). The IIP documents strategic initiatives from each college, division, and unit detailing their contribution to making GVSU a more inclusive campus. Grand Valley's efforts to advance equity and inclusion were then embedded in its previous strategic plan. In 2015, under the leadership of Vice President for Inclusion and Equity, Dr. Jesse M. Bernal (2015-current), the university adopted a new Framework for Inclusion and Equity to articulate the university's understanding of diversity, equity, and inclusion and guided efforts through 2020.

Network of Advisors for Racial Equity

In 2020, following the killing of George Floyd, President Mantella convened a Network of Advisors for Racial Equity charged with guiding our commitment to racial equity and social justice. The Network of 36 faculty, staff, students, and alumni advanced the university's 15-point plan for racial equity and defined five strategic pillars that serve as waypoints guiding efforts:

- *We must elevate the voices and experiences of our Black faculty, staff, and students.*
- *We must listen carefully, valuing each member of our community.*
- *We must fulfill our goals for inclusion and equity.*
- *We must all deepen our understanding and knowledge through education.*
- *We must then use this knowledge as the basis for understanding and addressing institutional and systemic racism and oppression to make meaningful change.*

Inclusion & Equity Accountability Team

Since 2015, centralizing inclusion and equity leadership across Grand Valley has been invaluable – creating deep learning, shared understanding, and enhanced accountability. As Grand Valley advances Reach Higher 2025, the university has an opportunity to embed the most effective practices across the organization – institutionalizing our inclusion and equity commitment where responsibility rests while maintaining central oversight for strategy development and broader accountability with executive and appointing officers. This evolving commitment requires that every member of the community understand and accept fully their responsibility for diversity, inclusion, and equity

with even more enhanced structural features in place to strengthen accountability.

In 2023, advancement of work initiated by the Network and broader advisory/coordination efforts for inclusion and equity strategies are provided by the Inclusion and Equity Activation and Accountability Team. The team includes leads from each division, other units, and shared governance representatives from across the university and will be coordinated by the Division of Inclusion and Equity. We look forward to working with colleagues across the university to advance this important next phase of our commitment to inclusion and equity, and welcome engagement and feedback from all members of the community. It will take the entire GVSU community to continue to create a culture of educational equity where all can thrive at GVSU. While the charge and cadence of meetings will be co-created by the members of the team, the team is expected to:

- Advise the Division of Inclusion and Equity and president on matters related to diversity, equity, and inclusion;
- Review and consider university strategy, metrics, and planning related to diversity, equity, and inclusion;
- Review and provide insight on division, college, and unit progress for advancing diversity, equity, and inclusion;
- Support division and college/unit committees, including providing space for shared learning or effective practices;
- Advise on action steps in response to diversity, equity, and inclusion. Diversity, inclusion, and equity related reports and recommendations, including the climate survey, affirmative action planning, and others;
- Support campus messaging related to diversity, equity, and inclusion;
- Support diversity, equity, and inclusion. training and development for employees.

Division of Inclusion and Equity
Established 2008

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Framework for Inclusion & Equity

FRAMEWORK FOR Inclusion & Equity



**GRAND VALLEY
STATE UNIVERSITY**



Charge of the Division of Inclusion & Equity

In its policies, the Board of Trustees of Grand Valley State University charges the Division of Inclusion and Equity to direct diversity planning for the university, address equity issues in collaboration with other divisions and units, and support the vision and mission of the university by providing leadership and services. The division will provide leadership to the university through a divisional strategic plan. The Division of Inclusion and Equity supports GVSU in being the model for equity and inclusion among public, comprehensive regional universities in the nation.

Everyone has a stake in these efforts.

While the Division of Inclusion and Equity takes a leadership role in advancing this framework through its divisional strategic plan, the participation of the entire campus is essential to its success. Everyone has a stake in this work— equity and inclusion makes each member of our community better and is fundamental to what it means to be a Laker.

Inclusion & Equity

At Grand Valley, equity and inclusion are integral to its mission to empower learners in their **pursuits, professions, and purpose**, and to enrich society through excellent teaching, **active scholarship, advancement of equity, and public service**.

Grand Valley's commitment to equity and inclusion is visible across the university and guided by its values of **inquiry, inclusive and equitable community, innovation, integrity, and international perspectives**. Grand Valley is committed to building a culture of educational equity through Reach Higher 2025, embracing its role as a leader in urgently advancing equity for all learners, serving as a catalyst toward a more just and sustainable world, and working to eliminate disparities and obstacles for student success, especially those that have historically been along lines of color, race, socioeconomic status, sex/gender, including gender identity and expression, and sexual orientation.

Reach Higher 2025 Commitment: Build a Culture of Educational Equity

We embrace our role as a leader in urgently advancing equity for all learners. Together, we ensure that our community serves as a catalyst toward a more just and sustainable world – on our campuses and beyond. We work to eliminate disparities and obstacles for student success, especially those who have historically been along lines of color, race, socioeconomic status, sex/gender including gender identity and expression, and sexual orientation. (Reach Higher 2025)

Our Strategy

At Grand Valley, we center equity and inclusion for a more diverse learning community. We will achieve this through:

- Removing systemic barriers to educational access, retention, and persistence;
- Developing and establishing university policies, practices, systems, and culture that demonstrate our institutional accountability to diversity, equity, inclusion, access, and total well-being for all community members;

- Recruiting, empowering, and retaining a diverse student body, faculty, and staff;
- Appropriately acknowledging GVSU exists on the land of the Anishinaabe peoples—the Ojibwe, Odawa, and Bodéwadmi —and commits to increasing the visibility of Anishinaabe people among its students, faculty, and staff; its curriculum; and its cultural programming;
- Incorporating environmental, human, and economic factors toward global and societal vitality that advance beyond our current award-winning sustainable practices.

Valuing an Inclusive & Equitable Community

The division will foster and sustain a sense of belonging, promote diversity and respect, and address systemic issues that impact outcomes for those who have been historically excluded from higher education. Inclusion and equity are experienced through our physical campuses and in digital environments, as well as our interpersonal, institutional, and community engagements.

International Perspectives

Support people, planet, and prosperity. We think and act on a global basis. Our efforts at supporting the well-being of individuals, groups, and ecosystems are important locally, nationally, and globally—all of which are interconnected and interdependent.

Our Vision

Grand Valley's Vision is to **prepare globally minded citizens for the future they face and the communities they shape.** Our community of educators create and employ innovative approaches to liberal education and professional programs that center on and prepare students **for a lifetime of continual learning and growth.**

The university's commitment to liberal arts education is strengthened by providing a welcoming environment where all members of the Grand Valley community can safely and proudly be their authentic selves with equitable opportunity for success. Grand Valley strives to foster a healthy and diverse environment where all members of the community act with integrity, communicate respectfully, and accept responsibility for their words and actions. Authentic personal relationships and a spirit of community matter at Grand Valley.

Grand Valley intends to be a national model for equity and inclusion in higher education, not only by implementing and innovating evidenced-based best practices and responding to regional and national trends but also by contributing to local and national discourse on the responsibility of higher education to provide equity and inclusion to all students, faculty, and staff. Grand Valley aspires to embody the innovative and entrepreneurial spirit of our region, thus becoming recognized as the practiced model and resource for equity and inclusion in West Michigan.

Commitment to Diversity, Inclusion, Equity & Social Justice

DIVERSITY

Diversity refers to the presence of difference and variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, sexual orientation, gender identity and expression, disability, age, class, religion and spirituality, geographic and international, and more. Diversity, in all its forms, is at the heart of Grand Valley's mission to provide a liberal education that will help shape lives, professions, and societies.

Diversity is affirmed and celebrated at GVSU and in the community as a necessary intellectual asset and institutional resource. Grand Valley believes it has a responsibility to serve all members of our community through a coordinated equity and inclusion strategy.

INCLUSION

Inclusion refers to GVSU's support for the success and engagement of all students, faculty, staff and campus visitors in creating a healthy and affirming climate. Inclusion is "the active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect – in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within value systems and institutions" (Association of American Colleges and Universities, AAC&U). Inclusion establishes an environment in which all individuals and communities are able to thrive in authentic ways. Moreover, an inclusive and welcoming climate embraces differences so that all people can fully participate in the university's opportunities. Grand Valley is committed to the advancement of inclusion – the act of creating environments where individuals feel welcomed, respected, supported, and valued.



EQUITY

Equity is a guiding principle at GVSU. It refers to the guarantee of fair treatment, access, opportunity, and advancement for students, faculty, and staff at every stage of educational and career development. Grand Valley acknowledges that there are historically underserved and underrepresented populations. Every effort is made to identify and eliminate barriers preventing their full participation.

SOCIAL JUSTICE

Social justice serves as the conceptual foundation for Grand Valley's commitment to diversity, equity, and inclusion. The institution recognizes its responsibility to examine traditional power structures and to address unfair treatment of any university constituent within these structures. Moreover, Grand Valley intends to educate and empower all members of the community to think critically about systems of marginalization and oppression. This includes a deeper understanding of privilege and the need for all in the community to work toward equity and fairness in the pursuit of the transformation of lives, professions, and societies.

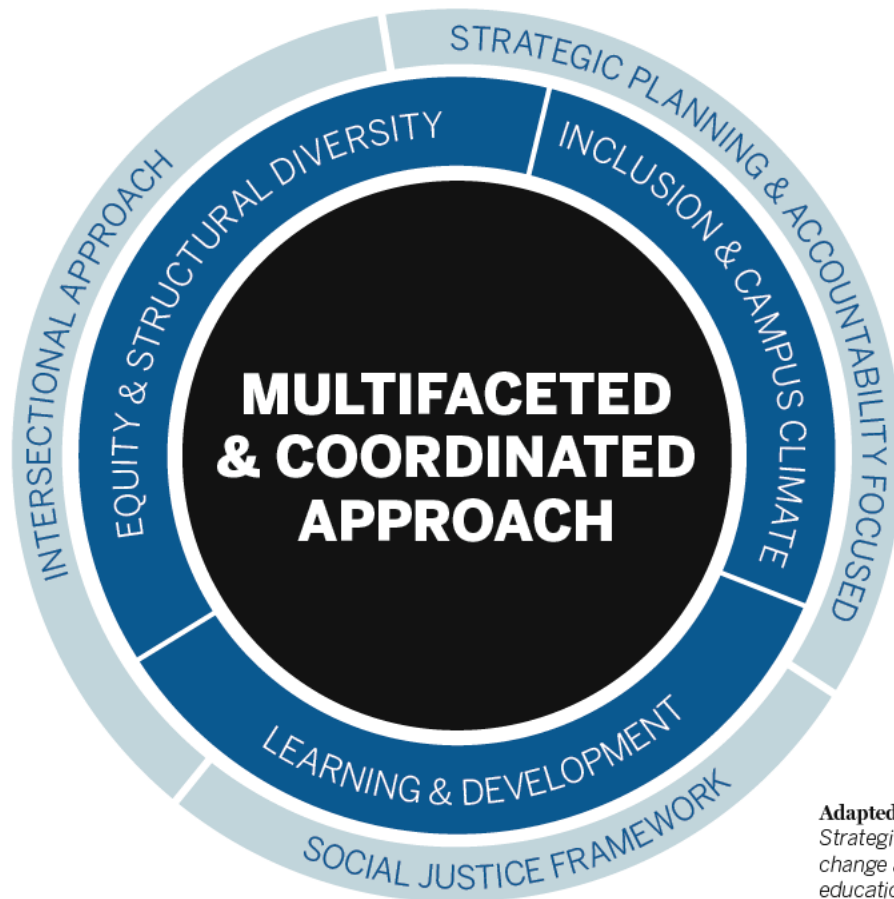


Strategic Planning & Accountability

An organized strategy that focuses on diversity, inclusion, and equity, solidly grounded in a foundation of social justice, drives the next phase of the university's work. Looking forward, Grand Valley's commitment includes sustaining institutional efforts to ensure that equity is embedded across the campus, and ingrained in all functions, decision making, and planning. Grand Valley will also redouble efforts to eliminate inequities and advance access while continuing to create a campus climate that is welcoming and inclusive for all.

A social justice foundation motivates the increased intellectual depth that is crucial for solving societal challenges. It also contributes to the mechanisms and advocacy that are necessary to ensure access and support for all at GVSU. This plan will also support university efforts to:

- Further position GVSU as the national model for equity and inclusion among public, regional comprehensive universities.
- Operationalize Reach Higher 2025, and guide strategic planning for the Division of Inclusion and Equity.
- Develop communications and outreach content to support cohesive messaging for internal and external engagement.



Adapted from: Williams, D.A. (2012). *Strategic diversity leadership: Activating change and transformation in higher education*. Sterling, VA: Stylus.

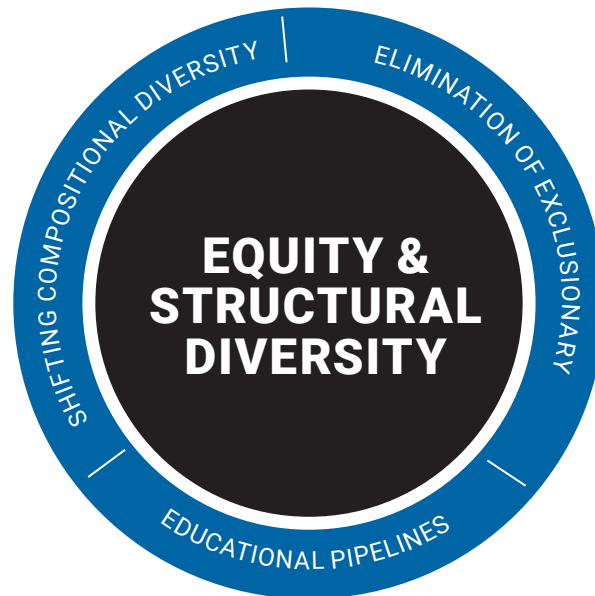
Grand Valley is a large and complex institution, with 22,000 undergraduate and graduate students, 3,100 faculty and staff members, and nearly 140,000 alumni.

In addition, the university partners with countless community members, organizations, business, and other institutions across the world. A multifaceted and coordinated approach to inclusion and equity seeks to engage GVSU in activities related to faculty members, students, prospective students, staff members, administrators, trustees, alumni, and external community members.

In the next phase of this commitment, Grand Valley seeks to organize its efforts to advance equity and inclusion in three broad areas:

1. Equity and structural diversity
2. Inclusion and campus climate
3. Learning and development

In each of these broad areas, an intersectional social justice lens, strategic planning, and accountability are central organizing frameworks.



1. Equity & Structural Diversity

How does GVSU eliminate exclusionary barriers and support the educational pipeline? Grand Valley seeks to recruit and retain students, faculty members, and staff members who more accurately reflect the diversity of West Michigan. As a public institution, GVSU can shape the educational pipeline by supporting equity in education for K–12 students, increasing college-readiness and college eligibility, promoting the success of students through undergraduate graduation, and encouraging the pursuit of graduate degrees at equitable rates. The following are the areas of focus within equity and structural diversity:

- Recruitment and Retention (students, faculty, and staff)
- Advancing civil rights of students, faculty, and staff
- Nondiscrimination and Compliance
- Affirmative Action and Equal Employment Opportunity
- Gender equity and Title IX

Relevant Objectives in Reach Higher 2025 and Division of Inclusion and Equity KPIs include:

- Increase the diversity of employees through expanding candidate pools.
- Increase the diversity of students through expanding outreach and applicant pools.
- Eliminate retention and graduation disparities based on race and income.
- Reduce the experiences of any exclusionary or hostile conduct or behavior that has interfered with their ability to live, learn, or work at GVSU (campus climate metric).
- Reduce employees who indicate they have observed unfair or unjust employment practices at GVSU (campus climate metric).
- Increase internal promotions, and intentionally develop pathways for diverse employees.



2. Inclusion & Campus Climate

Grand Valley desires to sustain an institutional climate that allows all members of the community to thrive and seeks to eliminate incidents of bias and discrimination on campus. Understanding the impact of the external environment on campus climate, Grand Valley strives to be a voice of progress and an advocate of social justice for and within the broader community. In an effort to better understand the experiences and perceptions of the campus community and to promote openness and accountability, Grand Valley prioritizes the collection of campus climate and diversity-related data. It commits to developing sustained action plans to respond to findings. It considers relationships with diverse external communities and strives to develop compelling messages and initiatives that resonate with those communities. Areas of focus include:

- Climate Assessment
- Education and Response to Campus Climate Concerns
- Student, Faculty, Staff Achievement and Success

Relevant Objectives in Reach Higher 2025 and Division of Inclusion and Equity KPIs include:

- Increase personal sense of belonging and community for students, faculty, and staff (campus climate metric).
- Increase the likelihood of students to recommend GVSU to other students, family members, or others (NPS metric).
- Increase the percentage of students, faculty, and staff who indicate being comfortable or very comfortable with the institutional climate at GVSU (campus climate metric).



3. Learning & Development

How does GVSU ensure that university expertise related to equity and inclusion is relevant and innovative? How does GVSU support the community’s continual development of greater self-awareness, knowledge, and skills required for the advancement of equity and inclusion? Social justice education is a life-long learning process. Areas of focus within learning and development include:

- Curriculum and Instruction
- Research and Inquiry
- Leadership Development
- Inclusion and Equity Institute
- Support of learning and development for external community/partners

Relevant Objectives in Reach Higher 2025 and Division of Inclusion and Equity KPIs include:

- All employees participate in diversity, equity, and inclusion training to build skills and abilities to foster inclusion and equity.



Social Justice Framework

Social Justice serves as the conceptual foundation for Grand Valley's commitment to diversity, equity, and inclusion. The institution recognizes its responsibility to examine traditional power structures and to address unfair treatment of any university constituent within these structures. Moreover, Grand Valley intends to educate and empower

all members of the community to think critically about systems of marginalization and oppression. This includes a deeper understanding of privilege and the need for all in the community to work toward equity and fairness in the pursuit of transformation of lives, professions, and societies.



Intersectional Approach

GVSU’s multifaceted and coordinated framework for equity and inclusion considers and affirms the role of multiple identities with relationship to various social contexts and interlocking systems of power, privilege, and oppression in shaping experiences of our community members. The university’s efforts broadly consider complex experiences and needs through multiple dimensions of identity, particularly marginalized identities, including:

- Age
- Disability status/varying abilities
- First generation status
- Gender
- Gender identity and expression
- International status and national or geographic origin
- Race and ethnicity
- Religion and faith/spirituality
- Sexual orientation
- Socio-economic status
- Veteran/Military status

While intentional focus on intersectionality is central to the university’s framework, community and identity-specific efforts are necessary until full equality is realized. These efforts acknowledge important nuances within diverse communities and identities and allow for strategic attention that advances the work more broadly.



Strategic Planning & Accountability Focused

Strategic planning focuses on creating measurable ways inclusion and equity can support the strategic direction, goals, and objectives of the university. The strategic direction for GVSU is articulated in Reach Higher 2025 and lived throughout divisions, colleges, and units. Although all academic and administrative units contextualize goals and key performance metrics, all goals should advance the commitments of Reach Higher 2025. To ensure the success of Grand Valley’s commitment to building a culture of educational equity, accountability is key.

Efforts should include opportunities to review progress and articulate course-corrections, if necessary. While efforts should be broadly shared across campus, accountability partners should be identified to ensure timely progress. Accountability helps to ensure that “everyone is on board” and actively engaged in the equity and inclusion process. At GVSU, the Division of Inclusion and Equity is charged with supporting and advancing the university’s strategic framework for equity and inclusion.

National Recognition

BRIDGING EDUITY GAPS

We are leading the state.

Grand Valley is leading MI in advancing diversity and inclusion. It has never been more important than now.

- 36% first-generation students
- 30% low-income/Pell-eligible
- 23% students of color
- 110% increase since 2019 in Black FTIAC students and 30% increase in Latinx FTIAC students
- Outpace MI-15 average graduation rates for underrepresented students and students of color



5 Stars
for support of
undocumented students
Michigan Undocumented Students Network

#1
for LGBT inclusion
Campus Pride



Gold Level Status
for support of veterans
Michigan Veterans Affairs Agency



Accountability

BUILDING A CULTURE OF EDUCATIONAL EQUITY

University Focal Point KPIs



% Students of Color
2021: 17.3%
2025: 18.8%



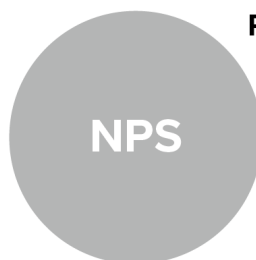
% FT or T/TT Employees of Color
2021: 16%
2025: 18%

Climate



Sense of Belonging
*(Very satisfied/
Generally satisfied)*
2021: 64.1%
2025: 80%

Satisfaction



Refer friend or relative (0-10)
2022: +26.5
2025: +40

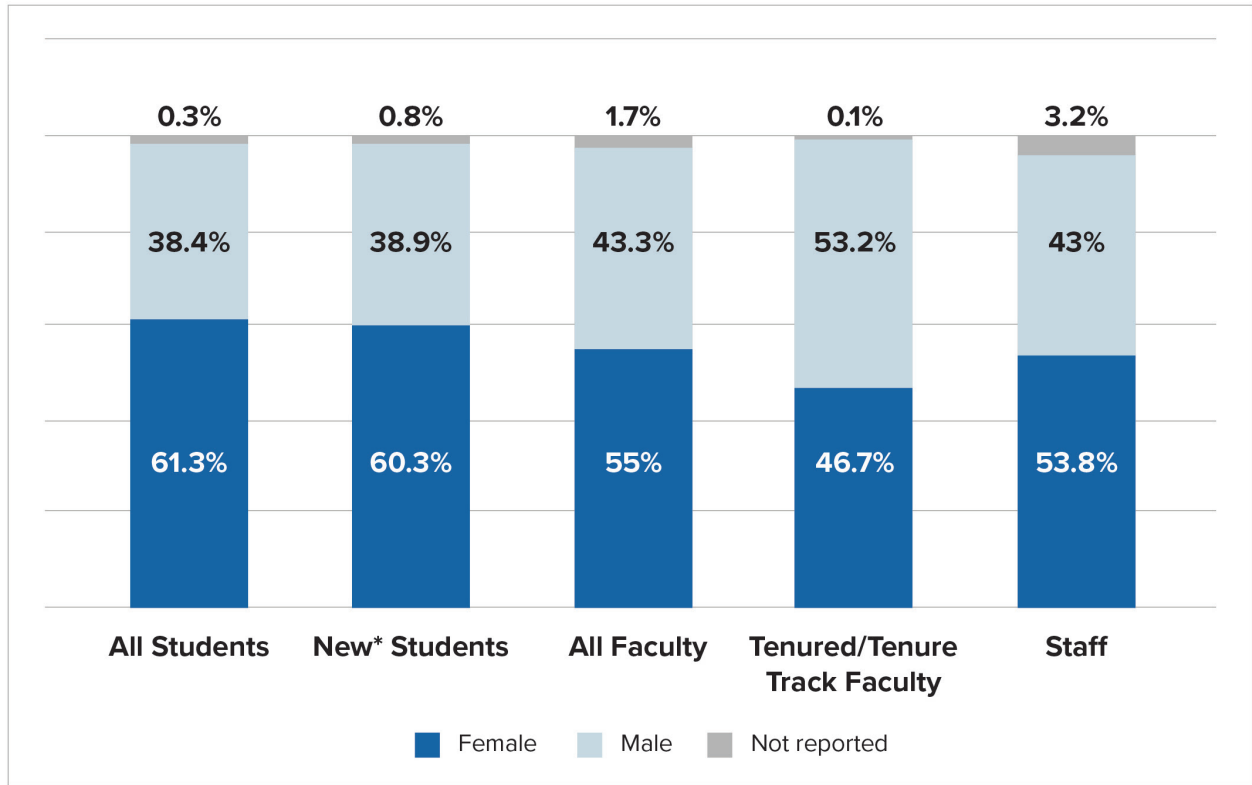
Division KPIs

1. Advance focal point KPIs related to diversity, equity, and inclusion: employee diversity, student diversity, and sense of belonging.
2. All divisions and colleges identify and engage an I&E lead and establish advisory structures that include diverse students and employees.
3. Increase in the percentage of students, faculty, and staff who indicate being comfortable or very comfortable with the institutional climate at GVSU (2021 Baseline: 76%).
4. Increase in the percentage of students, faculty, and staff who indicate they have not experienced any exclusionary or hostile conduct or behavior that has interfered with their ability to live, learn, or work at GVSU (2021 baseline = 81%).
5. Increase in the percentage of employees who indicate they have not observed unfair or unjust employment practices at GVSU (2021 baseline = 60.4% no/not sure).
6. 75% of employees participating in DEI training to build skills and abilities to foster inclusion and equity.
7. Increase in internal promotions and increase in internal promotions for diverse employees.

Our Community

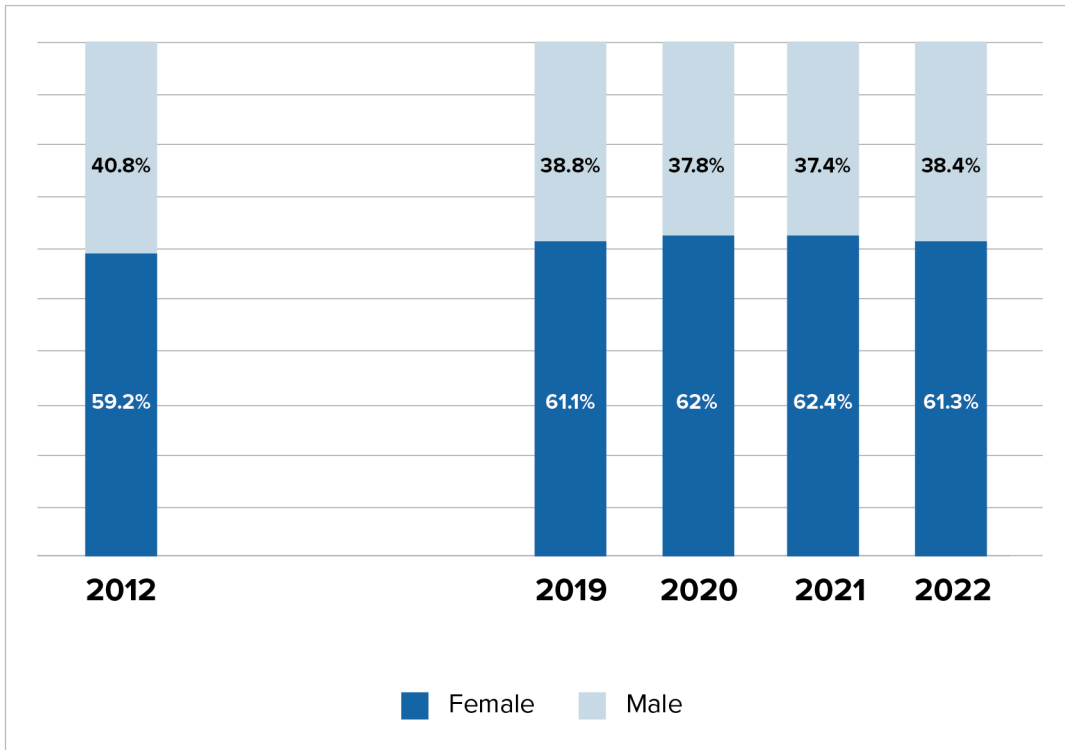
DEMOGRAPHICS, FALL 2022

By Gender

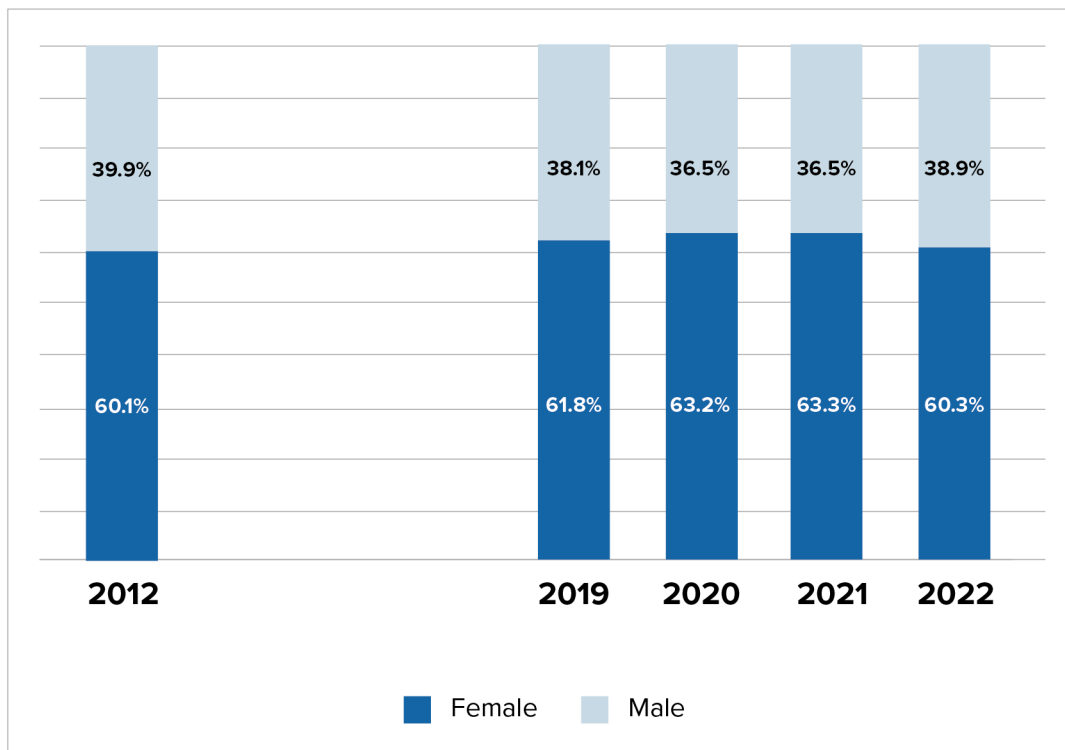


**New: new FTIAC, transfer and graduate students enrolled in fall.*

TOTAL ENROLLMENT, TREND *By Gender*

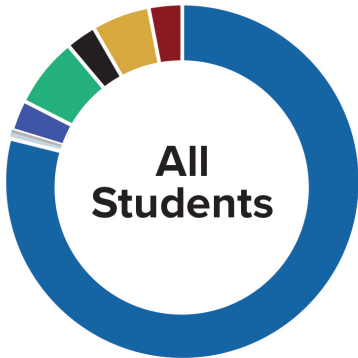


NEW STUDENT ENROLLMENT, TREND *By Gender*

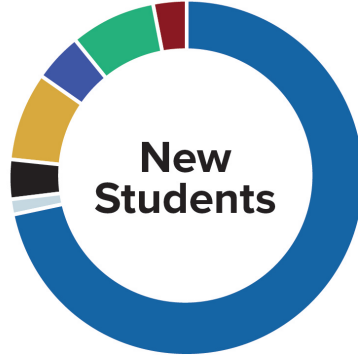


DEMOGRAPHICS, FALL 2022

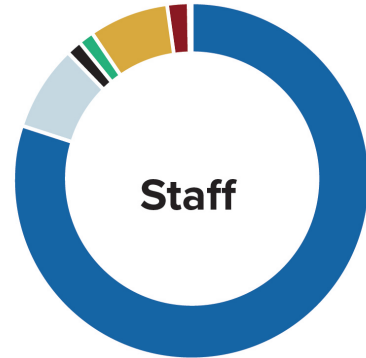
By Race and Ethnicity



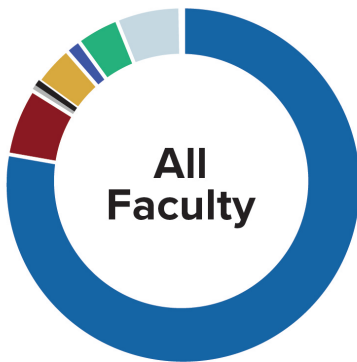
White - 78.2%
 Not Reported - .6%
 Native American - .3%
 Multiethnic - 2.7%
 Latino - 6.5%
 International - 2.7%
 Black - 5.3%
 Asian/Pacific Islander - 2.8%



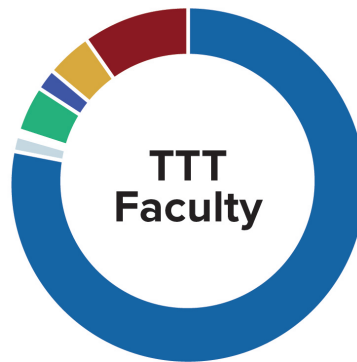
White - 71.6%
 Not Reported - 1.3%
 Native American - .3%
 Multiethnic - 3.7%
 Latino - 7.9%
 International - 4.5%
 Black - 7.9%
 Asian/Pacific Islander - 2.8%



White - 77.6%
 Not Reported - 7.3%
 Native American - .2%
 Multiethnic - 1.3%
 Latino - 1.3%
 International - .1%
 Black - 7%
 Asian/Pacific Islander - 1.9%



White - 78.1%
 Not Reported - 6%
 Native American - .5%
 Multiethnic - .7%
 Latino - 3.5%
 International - 1.5%
 Black - 3.9%
 Asian/Pacific Islander - 5.9%

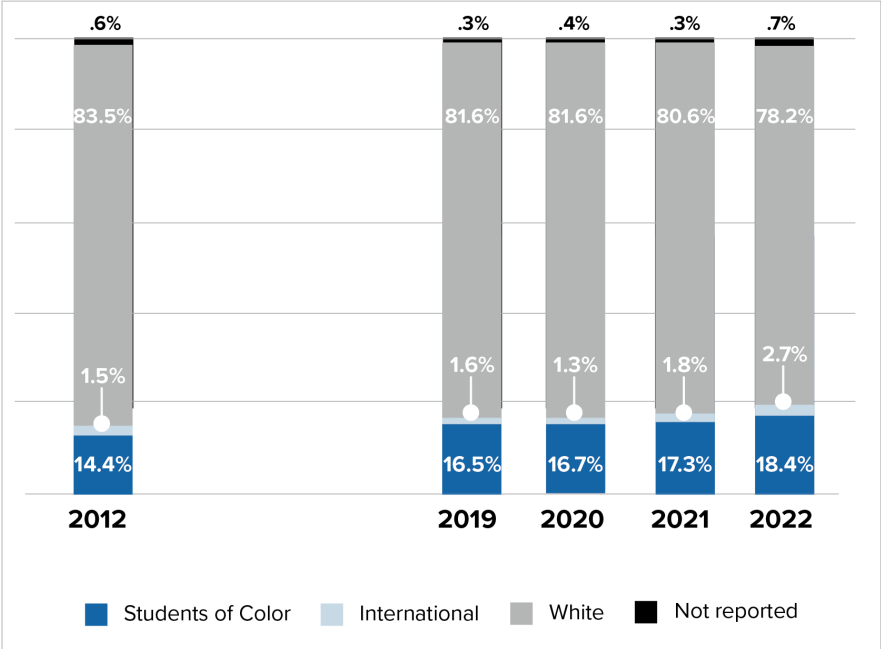


White - 78.1%
 Not Reported - 1.6%
 Native American - .2%
 Multiethnic - .1%
 Latino - 4.2%
 International - 2%
 Black - 4.1%
 Asian/Pacific Islander - 9.7%

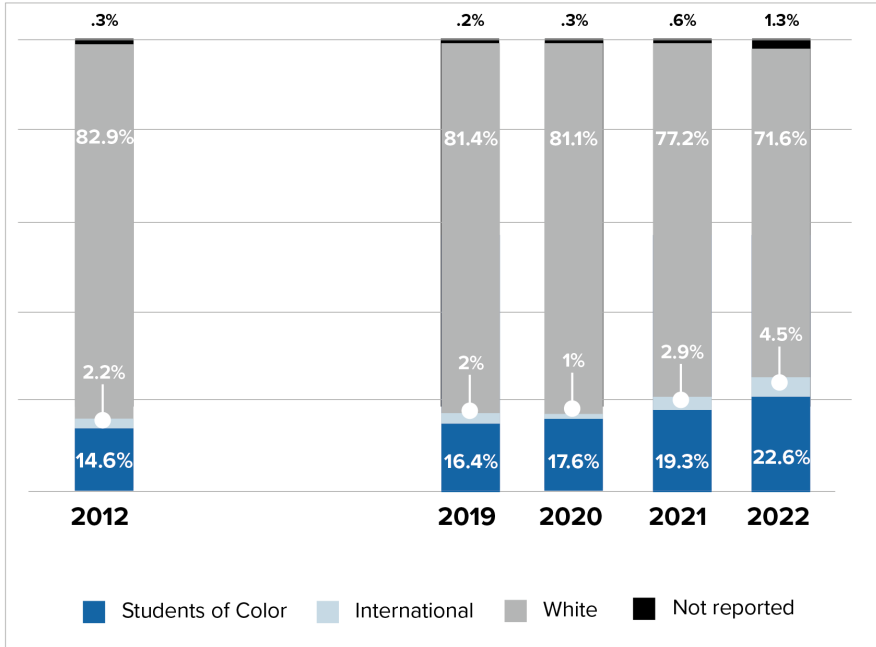


Student Diversity

TOTAL ENROLLMENT, 2012-2022 By Race and Ethnicity



NEW ENROLLMENT, 2012-2022 By Race and Ethnicity



MORE STUDENT DIVERSITY CHARACTERISTICS

FALL 2022



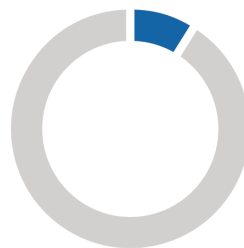
42%

First in their family to complete college (new)



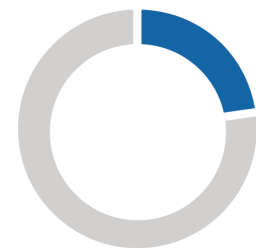
30%

Low income



9%

Age 25 or more (new)



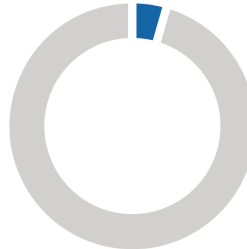
23%

From communities of color (new)



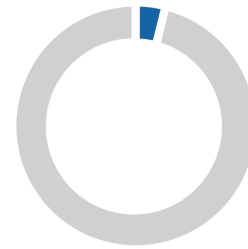
7%

Taking care of children or other dependents



4.5%

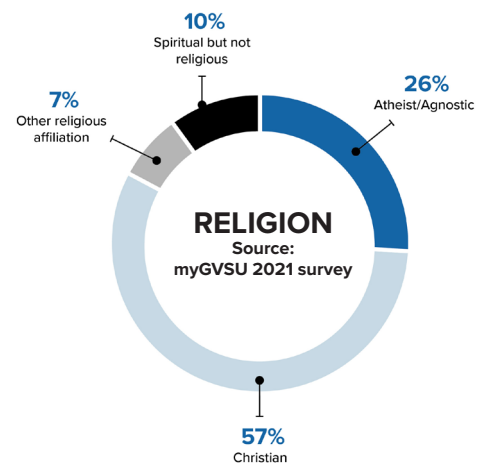
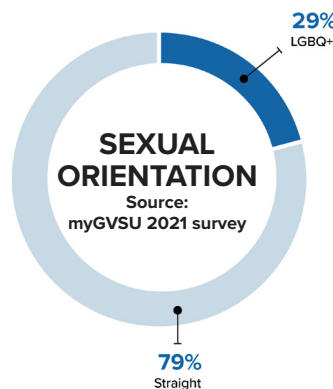
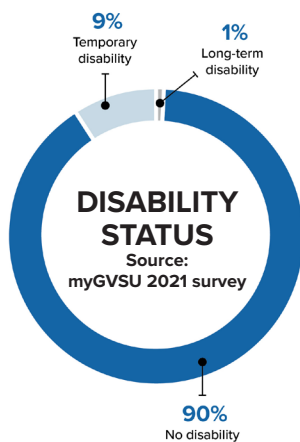
International (new)



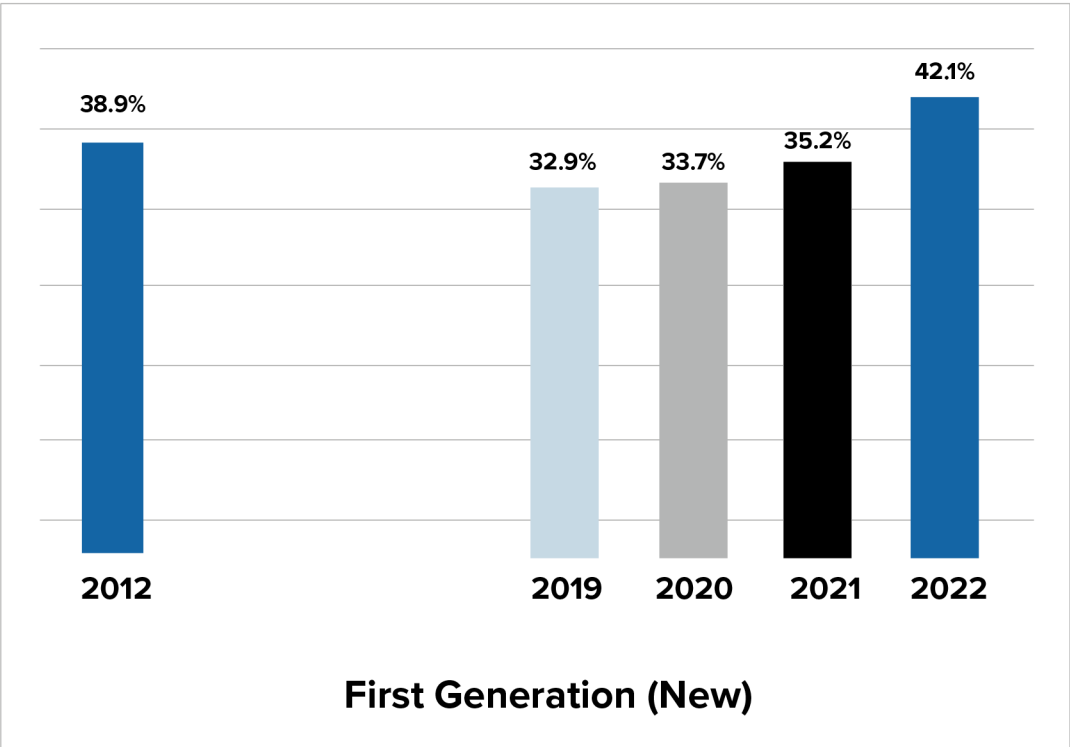
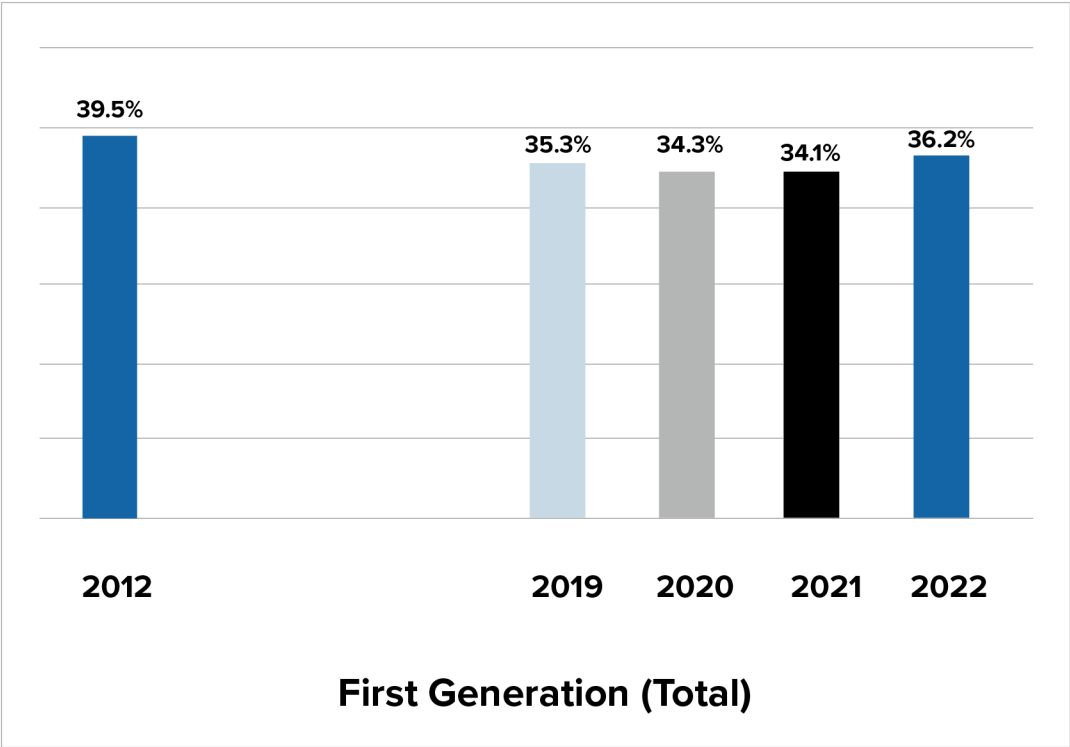
4%

Active duty military personnel, veterans, survivors or dependents

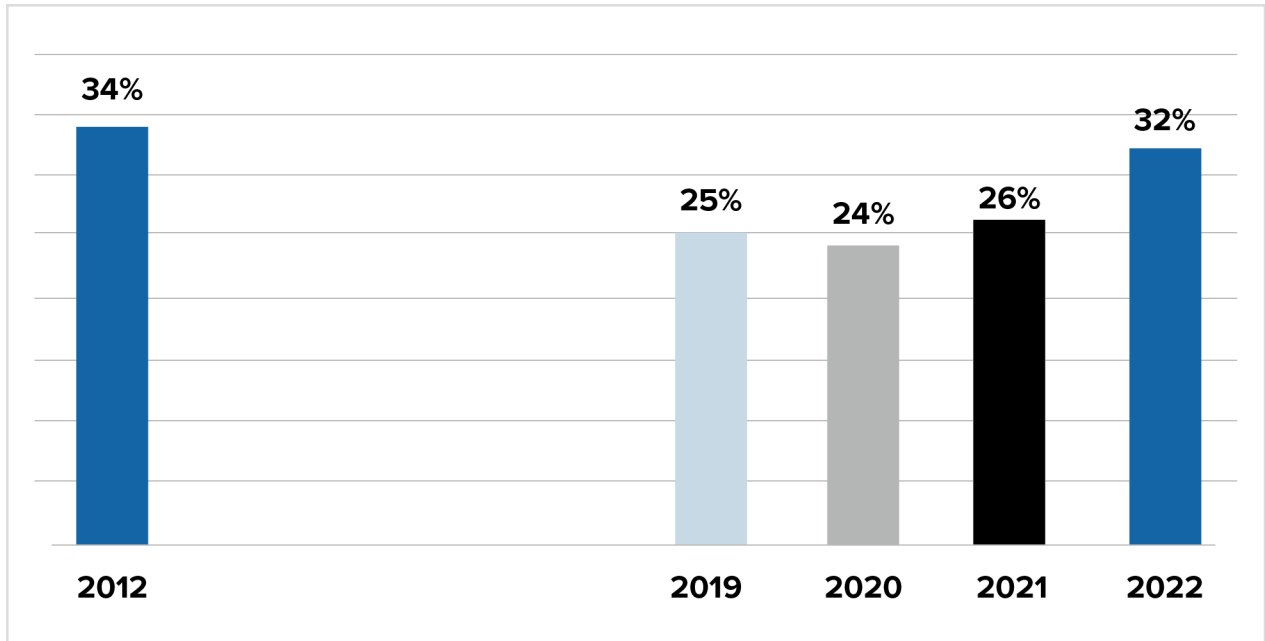
FALL 2021



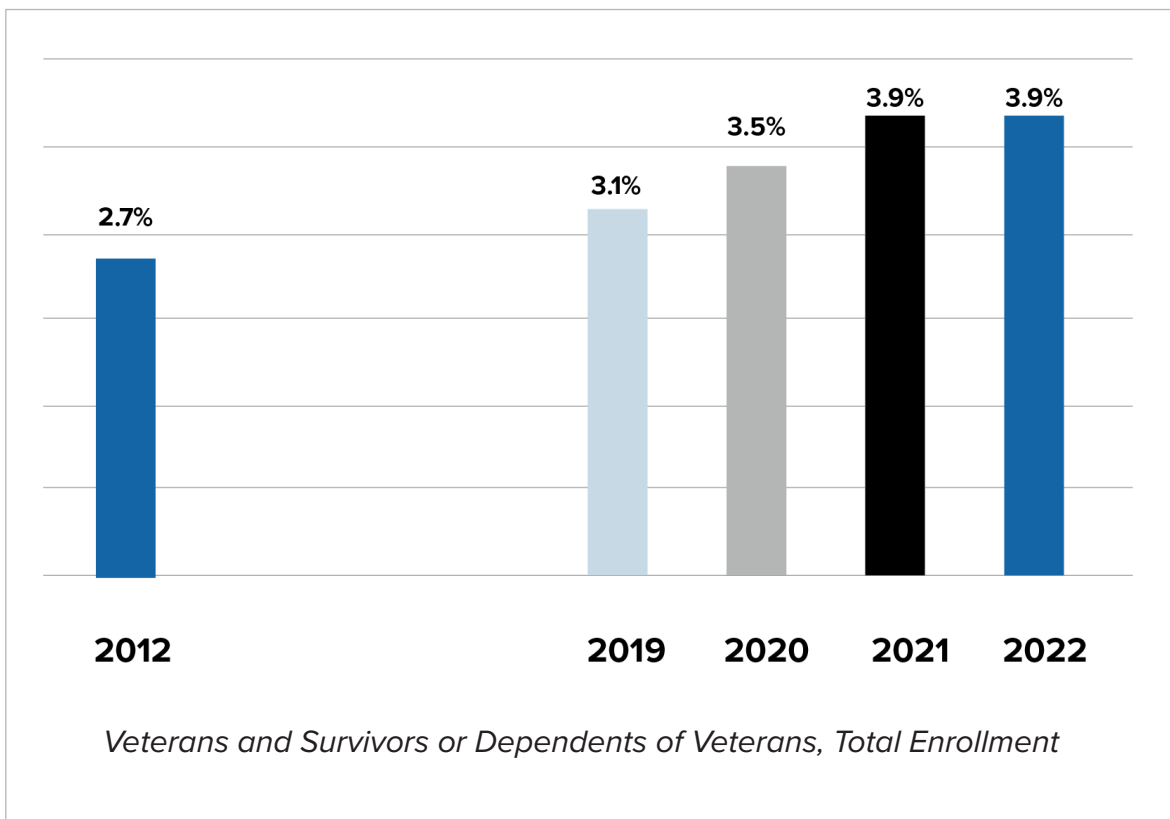
ENROLLMENT BY FIRST-GENERATION STATUS, TOTAL AND NEW, TREND



ENROLLMENT BY LOW-INCOME STATUS, TREND

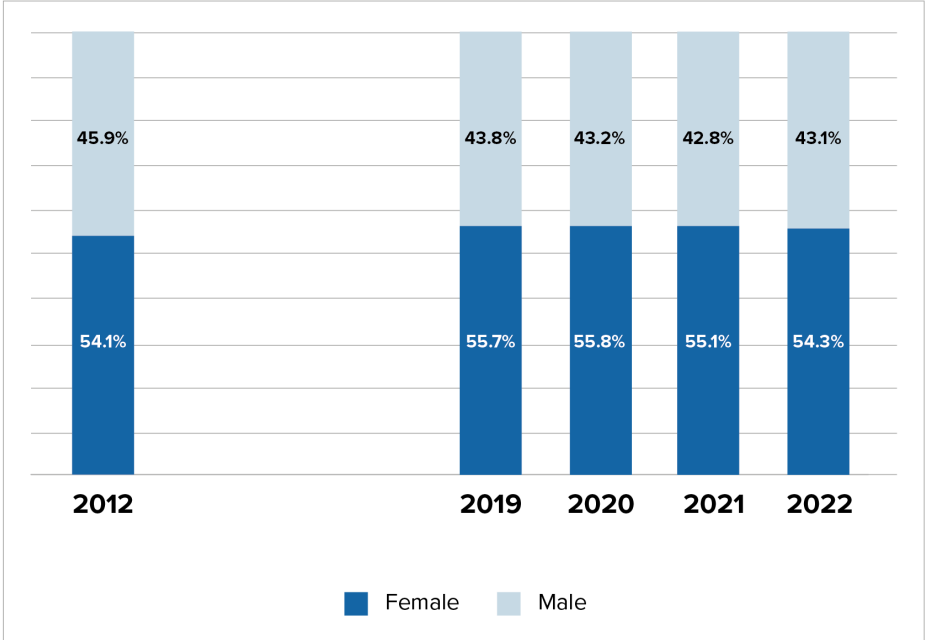


ENROLLMENT BY MILITARY-RELATED STATUS, TREND

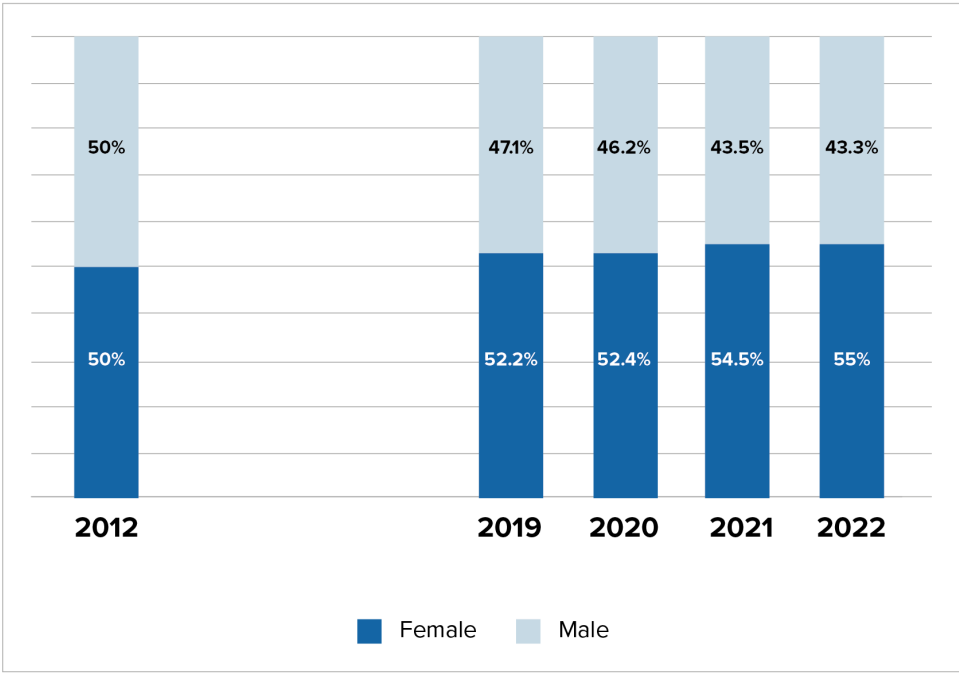


Faculty & Staff Diversity

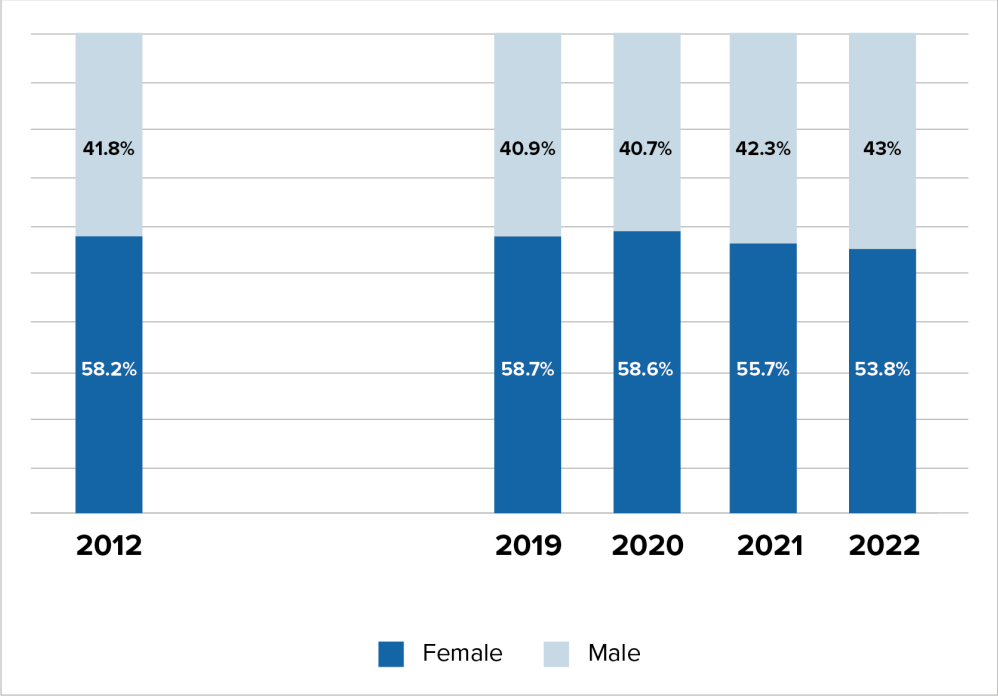
FACULTY AND STAFF, TREND *By Gender*



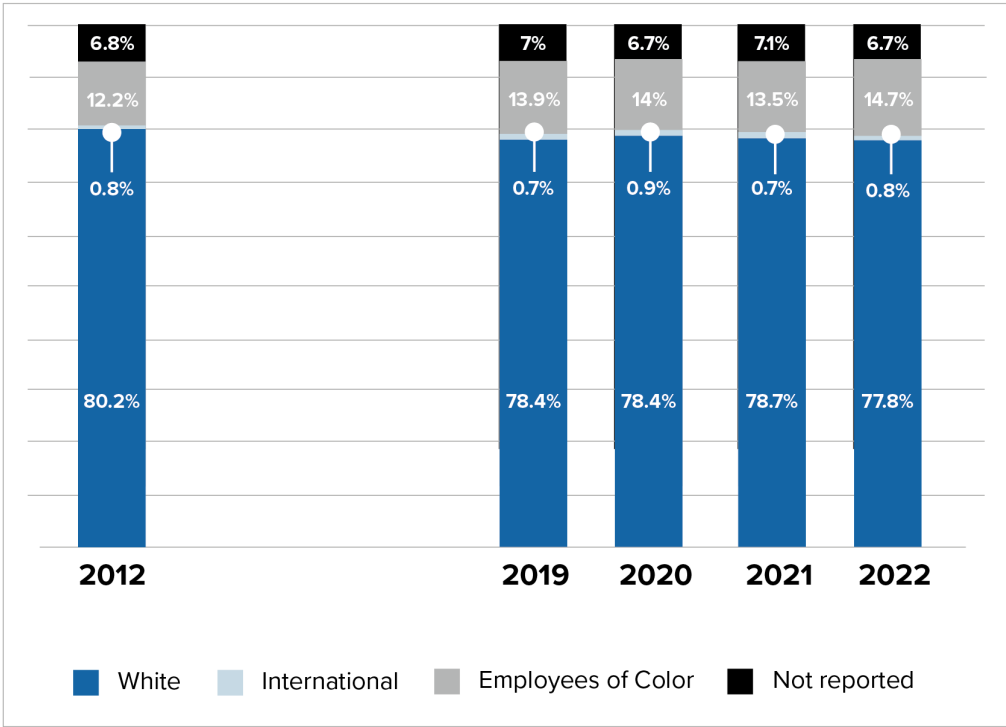
FACULTY, TREND *By Gender*



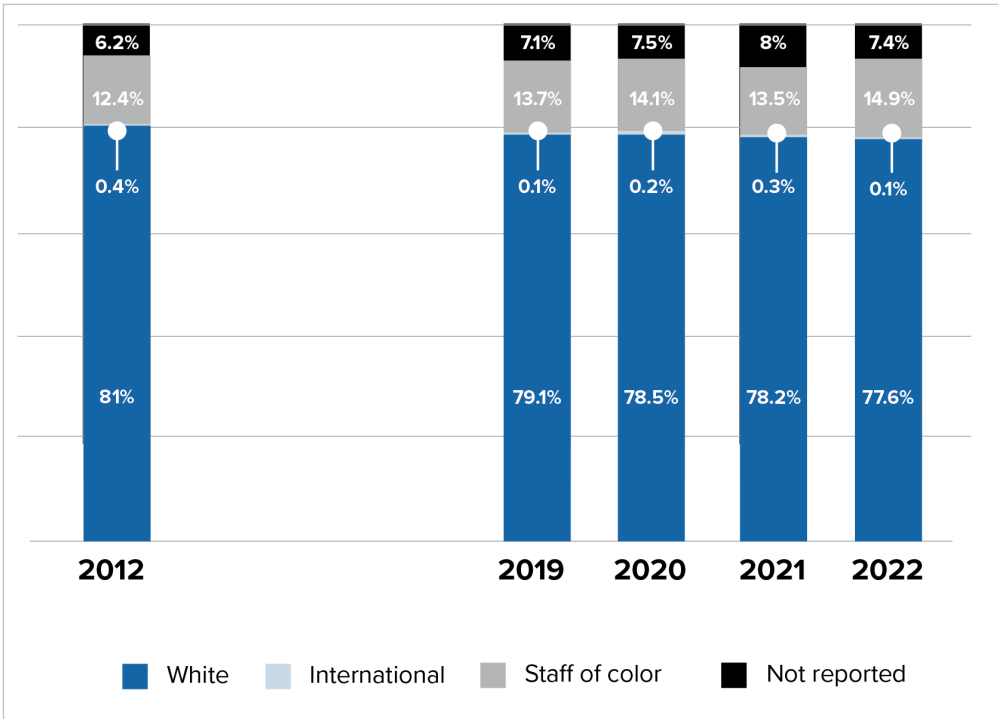
STAFF, TREND *By Gender*



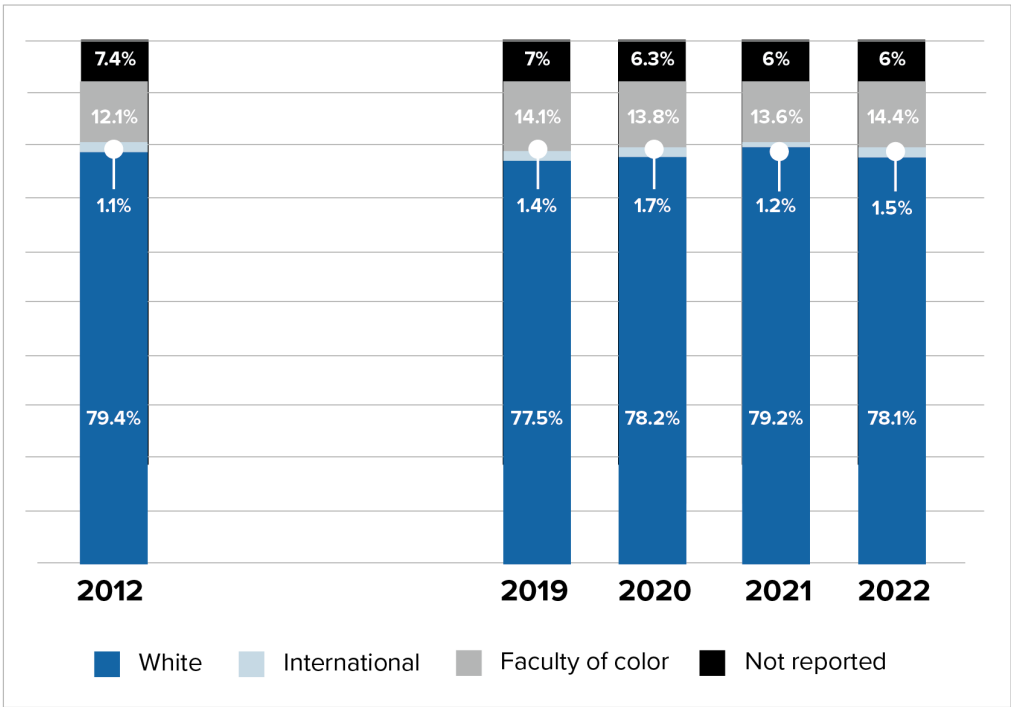
FACULTY AND STAFF, TREND *By Race and Ethnicity*



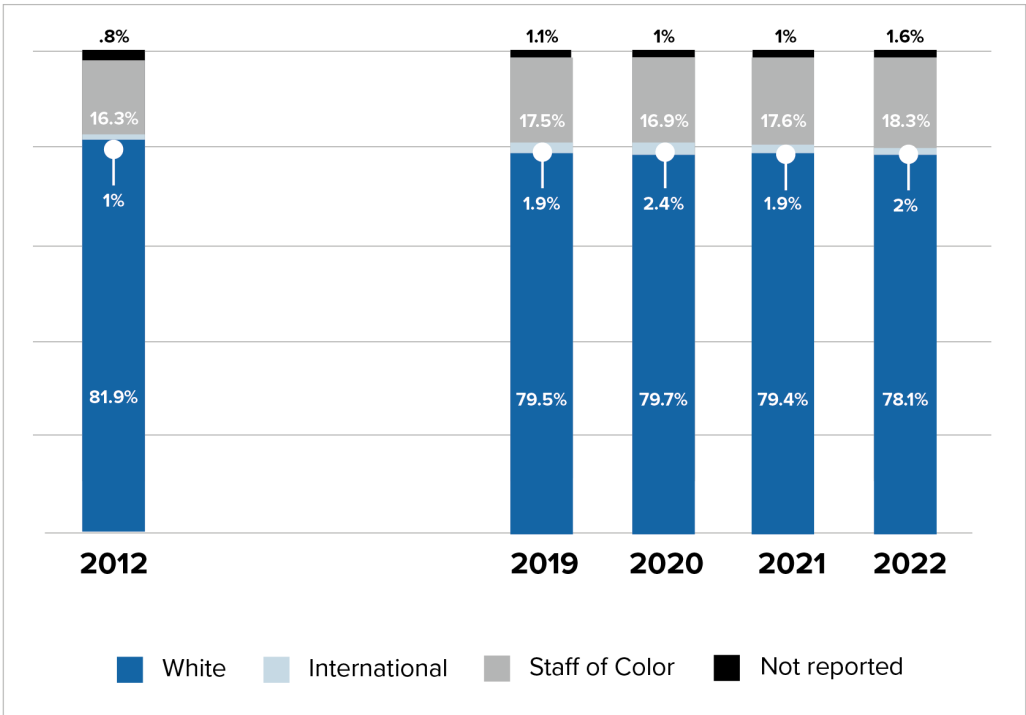
STAFF, TREND *By Race and Ethnicity*



FACULTY, TREND *By Race and Ethnicity*

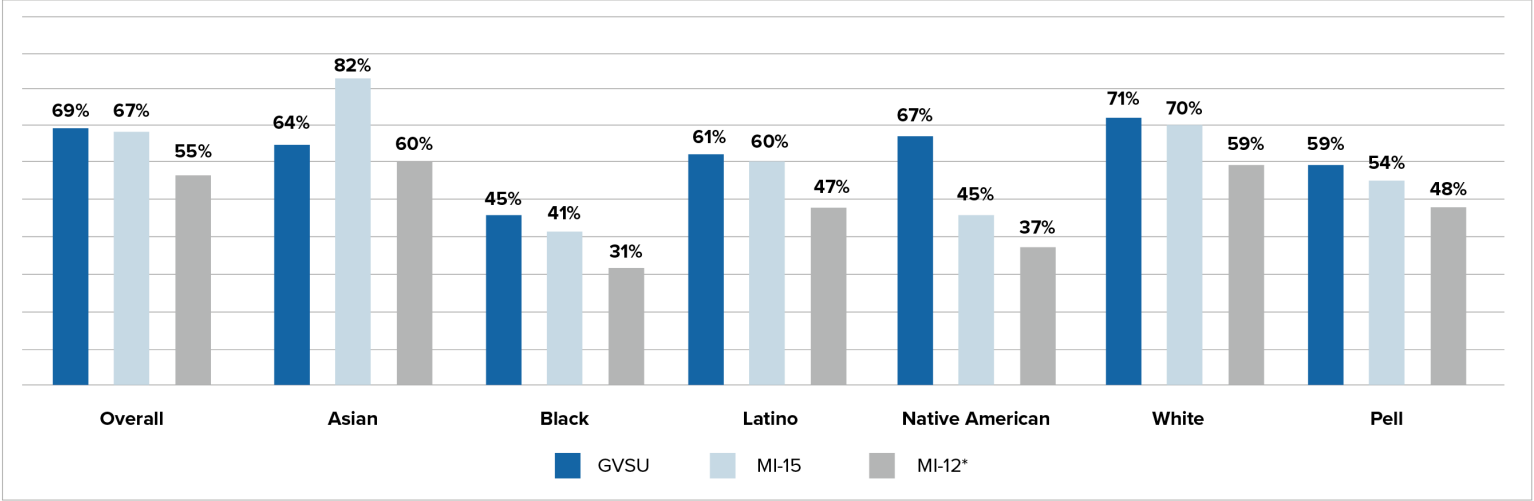


TENURE TRACK AND TENURED FACULTY, 2013-2022 *By Race and Ethnicity*



SIX-YEAR GRADUATION RATE STATE COMPARISONS, OVERALL

By Race and Ethnicity and Pell-eligibility



*MI-12 excludes UM-AA, MSU, and GVSU

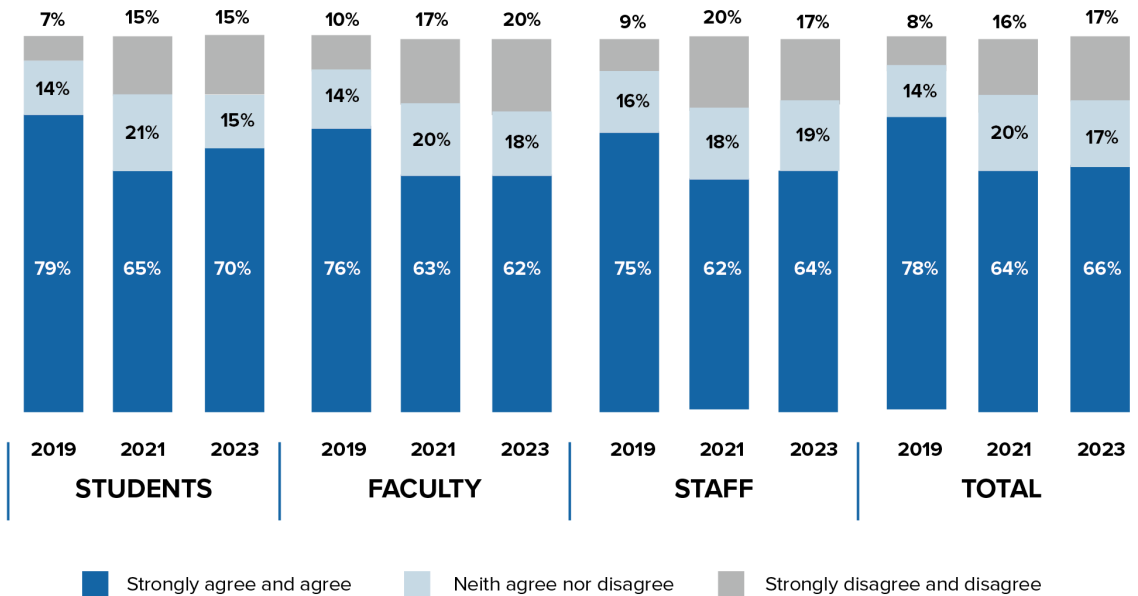
DIVERSITY DASHBOARD

gvsu.edu/inclusion/dashboard

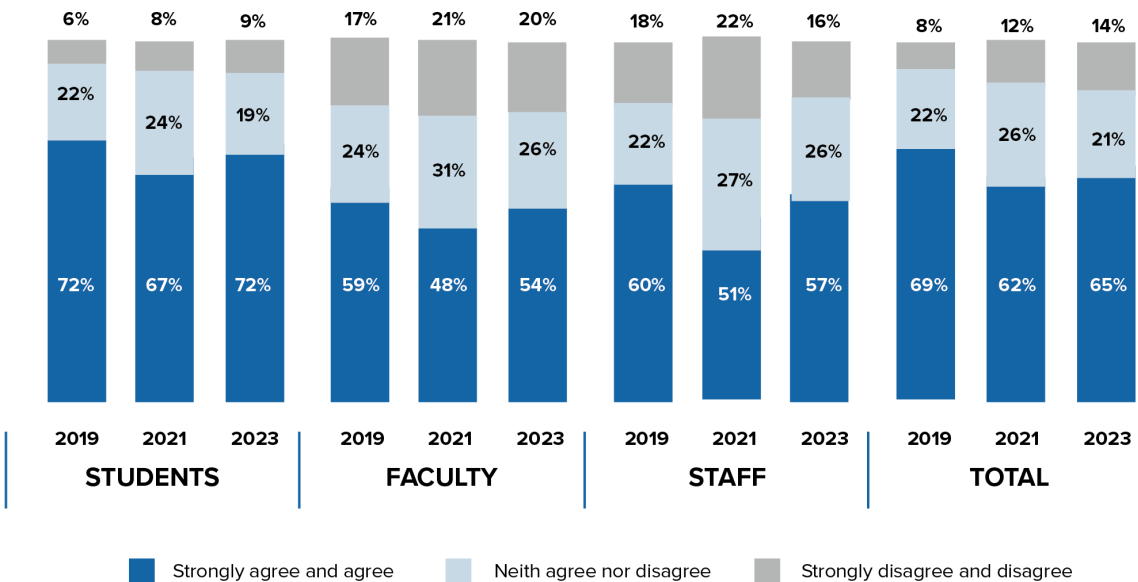
INCLUSION & CAMPUS CLIMATE

Students, Faculty, and Staff | myGVSU Campus Climate Survey respondents

PERSONAL SENSE OF BELONGING, 2015-2023



EQUITY IS CHARACTERISTIC OF GVSU, 2015-2023



FULL REPORT AND DATA AVAILABLE

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