# Equity And Inclusion Committee

Draft Agenda: **October 1, 2024, 9:00AM – 11:00AM**
Join Zoom Meeting <https://gvsu-edu.zoom.us/j/96901185868?pwd=2MQ4bbcMs1aqj8qmheTEh9YKEZGKkh.1>

**Chair: Jennifer A. Pope**

## Membership:

| **Voting Members** | Attendance |  | Attendance |
| --- | --- | --- | --- |
| Steven Dorland (CLAS, W2026) | X | Jennifer Pope(SCB W2027) | x |
| Craig Clay (COC, W2025) | X | Anna White (Libraries W 2025) | x |
| Briana Chesser (CHP, W2026) | X | **Ex-Officio Members** |  |
| Genevieve Elrod (KCON, W2027)  | X | Ed Aboufadel (AVP Provost’s Office) | x |
| Nichole Moore (CECI, W2024) | X | B. Donta Truss (VP Enrollment Development |  |
| Ramya Swayamprakash(BCIS Winter 2026) | X | Takeelia Garrett (Student Ombuds/Dean of Students) | x |
| Josita Maouene, co-chair (CLAS, W2025) | X | Jesse Bernal/Marlene Kowalski-Braun (AVP I&E) |  |
| Alycia Laguardia-Lobianco (CLAS W2027)On leaveTess Armstrong (sub) | X | Dana Munk (Pew FTLC):  | x |
| Britland Dekorver(CLAS W2027) | X | Mychal Coleman/designee (AVP Human Resources) |  |
|  (Student senate): TBD |  | GSA TBD |  |
| Staff member TBD |  |  |  |

## Announcements:

Minutes for October 1st Meeting: Britland Dekorver

Agenda:

1. Approval of the agenda.
	1. Josita moved to approve the agenda. Steve seconded.
	2. The vote was unanimously in favor by voice
2. Approval of the minutes from last meeting
	1. Two minor corrections were made to the membership details.
	2. Anna moved to approve the minutes with corrections, Craig seconded.
	3. The vote was unanimously in favor by show of hands.
3. Chair Report-Jennifer
	1. Introduction of Tess Armstrong (Sub for Alicia)
		1. Tess Armstrong, Department of Movement Science, is subbing for Alycia Laguardia-Lobianco (on leave).
		2. Other committee members introduced themselves to Tess.
4. Review of COACHE preview report
	1. <https://t.e2ma.net/click/e0cp0l/q5g9qy/2ecdy5>
	2. Discussion of how this can be used for charge number four, equity in workload.
	3. Ed gave background on the history and creation of the COACHE project out of Harvard.
		1. GVSU joined COACHE project as a product of conversations in the aftermath of the killing of George Floyd.
		2. Survey was prelude to taking action; currently we are in the “digest results” phase of the process.
		3. Survey launched in February, closed early April.
	4. Results:
		1. GVSU had a great response rate, much higher than other institutions.
		2. In August, the COACHE steering committee received the preview report.
		3. Another report is also available with more specific data, but it is formatted as webpages and will be shared at a later time.
		4. Preview report is available to all faculty and staff as of last week.
	5. Discussion
		1. Committee remarked that the timing of the survey, coinciding with the student concerns last spring on campus, is likely reflected in these results.
		2. Question: What is the context for “nature of teaching” and “nature of service”?
			1. Ed provided additional information about the item topics that fed into those categories, e.g. time spent on service, support for faculty in leadership roles, number of committees, attractiveness of committees; time spent on teaching, quality of students taught, number of students in classes taught, level of courses taught.
			2. The individual factors contributing to these broad categories are currently being examined to determine why these are areas of concern.
		3. Question: Can you share more about the leadership and governance items?
			1. Ed showed the breakdown of items for these.
		4. Committee remarked that these results are not surprising, especially in light of conversations with students who do not feel that they have resources to be successful. Also, the survey seems to reflect faculty concerns regarding new Omni program. How will this data be used to inform these specific issues?
		5. Ed responded that the SLT and higher administration has heard these concerns and viewed the data. There will be specific actions to follow up. If the concern was with clarity of tenure documents, the path forward to address these concerns would be clear. The solutions to the concerns described by these data are less straight forward and less obvious.
		6. Brianna said that the steering committee is understanding that action needs to be taken, and that the feedback sessions are intended to help come up with a plan that is actionable. What should senior leadership be involved with at this stage in investing these? Should they be participating in the feedback sessions, or would that restrict the conversation that is had?
		7. Multiple committee members remarked that it is important for faculty to be involved with these conversations and giving solutions; however, previous participation in these sorts of listening sessions did not feel productive, because faculty gave specific concrete actions and no follow through or modifications were made. As faculty listed examples, they felt like their recommendations were not heard. Agreement with Brianna’s concern that faculty are less likely to share feedback when SLT is not receptive to feedback and that feedback is not valued. Climate survey was administered, listening sessions were held, no evidence that this brought about change in institutional structures and practices. Faculty are burned out on giving feedback but not having observable change.
		8. Faculty have a deep sense of purpose and dedication to student success, yet solutions seem to be pointing finger at improving faculty instead of supporting faculty. Need a perspective shift to recognize the work and dedication that faculty have toward student success. Staff experience similar feedback regarding not “doing enough” to help students. Post-pandemic, students are more introverted and learning process has changed, getting students to push out and access community resources is very difficult.
		9. Liberal arts pedagogy is difficult to practice if students view education as a service. There is a disconnect between professing to be a liberal arts university without having the supports for faculty to actually teach this way. There are models for how to support faculty and students to create a culture of liberal arts thinking, but the administration is not hearing these recommendations. Some faculty feel they are trying to teach to the student evaluations rather than providing the best education they can.
		10. The town hall meeting that students organized was very effective and the same format could be deployed for staff and faculty. This requires a level of trust in order for faculty to voice their opinions freely.
5. Retention Data
	1. Josita brought retention data to the committee’s attention. We reviewed the data together.
		1. <https://reports.ia.gvsu.edu/retent/retent.php?year=2023&span=FF&type=FF>
	2. Question about why some students have no GVSU GPA in the retention data. Did they withdraw from all of their classes fall semester possibly? Not certain.
	3. These data are just for first year retention; the last time we examined these data was a drop off in retention for 3rd year students. Ed explained that those students are transferring to another school.
	4. The disparity between first generation and non-first generation retention rates was noted.
	5. Also lower rate for black students and white students. Things that would help: faculty being sensitive regarding course content and practices, more support for local community as well as maintaining connections to students’ home community, not imposing on students to constantly explain their perspectives, being excluded from other student groups/discussions. Black students are experiencing harm from the ways that faculty select course materials and construct class systems. Even if faculty are doing the best that they can, have intentions of creating inclusive space, if faculty are burned out from other issues (e.g. providing continuous feedback to SLT) they don’t have the capacity for self-reflection and growth in this area.
	6. <https://www.gvsu.edu/ia/annual-ipeds-retention-and-graduation-rates-78.htm>
	7. <https://michiganchronicle.com/grand-valley-state-university-named-top-in-nation-for-minority-student-retention/>
6. Data for General Education information needed for charges one and two
	1. <https://www.gvsu.edu/gened/student-learning-outcomes-339.htm>
7. DEI reporting point. Jesse or others.
	1. AALT updates/ potential collaboration looking to next semester maybe?
	2. Genevieve provided update on the interim policy prohibiting discrimination.
		1. https://www.gvsu.edu/policies/policy.htm?policyId=7E08654A-ACE7-9AC9-5B933125DDA72033&
	3. Discuss findings of Economist article: <https://research.ebsco.com/linkprocessor/plink?id=db341c1d-7ffa-3fe4-a6fc-317e07386a52>
		1. The article primarily focuses on linguistic measures of equity/inclusion, may indicate just a shift in language rather than shift in content. Especially as specific words are “weaponized” by challengers or perceived as being overly jargoned. Also words may be less used as principles and values are more internalized and less external conversation is needed.
8. Update on committee membership. Jennifer, Anna, Steven
	1. Student members, AP Staff members?
		1. Steven reported that it continues to be a challenge to find student members. Need to find ways to build relationships and trust so students feel heard and not exploited.
		2. Jennifer will contact graduate school to see about getting GSA member.
9. Name badges
	1. Question about putting pronouns on nametags. Recently updates for students in physical therapy led to discussion of what are best practices for name tags. General advice is that opt-in (vs mandatory or opt-out) is the best method for allowing folks to decide. However, inclusion of pronouns on nametag might create additional need for training: how do students handle situations where they are confronted when they display pronouns to the public?
10. Subcommittee breakouts. (if needed)
11. Announcement:
	1. Next meeting: October 1, 2024: Zoom link will be in outlook
	2. Should we plan the time for our face to face meeting?
	3. Other announcements?
12. Adjourn
	1. Brianna moved to adjourn.
	2. Steven seconded.
	3. None opposed, motion carried.