# Equity And Inclusion Committee

Final Agenda: **March 21, 2023, 9:00AM – 11:00AM**  
Join Zoom Meeting

<https://gvsu-edu.zoom.us/j/95691758900?pwd=RzdYKzhEemR6K3RMZnpQTGNId3MwZz09>

Meeting ID: 956 9175 8900

Passcode: 849496

**Chair: Joel Wendland-Liu**

## Membership:

| **Voting Members** | Attendance |  | Attendance |
| --- | --- | --- | --- |
| Imran Mazid (CLAS, W2023)—sabbatical sub | x | Jiyeon Suh (CLAS W2025) | x |
| Craig Clay (Padnos, W2025) |  | Anna White (Libraries W 2025) | x |
| (CHP, W2023) |  | **Ex-Officio Members** |  |
| Genevieve Elrod (KCON, W2024)—leave  Sub: Lola Coke | x | Ed Aboufadel (AVP Provost’s Office) | x |
| Daisy Fredericks (CoE, W2024) |  | B. Donta Truss (VP Enrollment Development |  |
| Alisha Davis --reassigned |  | Takeelia Garrett (Student Ombuds/Dean of Students) | x |
| Alycia LaGuardia-LoBianco (CLAS) | x |  |  |
| Josita Maouene, co-chair (CLAS, W2025) | x | Jesse Bernal/Marlene Kowalski-Braun (AVP I&E) | x |
| Jennifer Marson-Reed (CCPS, W 2024) |  | Dana Munk (Pew FTLC): |  |
| Jennifer Pope (SCB, W2024) | x | Mychal Coleman/designee (AVP Human Resources) | x |
| (Student senate): TBD |  | Masego Seamogano (GSA rep) | x |

## Announcements:

1. Minutes for March 21st meeting: Anna White
2. Documents for the February 7 meeting in Blackboard.

## Agenda:

1. Approval of the agenda. 9:07
   1. Moved by Genevieve Elrod
   2. Second Anna White
2. Approval of the minutes from Jan. 24, 2023, and Feb. 7, 2023 meetings.
   1. Jan. 24 moved by Anna White
   2. Second Genevieve Elrod
   3. Feb. 7 moved by Genevieve Elrod
   4. Second Anna White
3. DEI reporting point. Marlene: “university-wide learning mapping.” 9:17
   1. Also attending, Dr. Chasity Bailey-Fakhoury
   2. Transformative work must be owned by the University writ large. Action and Accountability Leadership Team was created in part to work towards that goal.
   3. The University has a commitment towards Building a Culture of Educational Equity for campus and surrounding communities as well as for graduates in the world.
   4. The Framework for the Division of Inclusion and Equity was adopted in 2015: through strategic planning and accountability and through a social justice lens and intersectional approach to support learning and development. Working on learning competencies on fostering equitable community; some for all employees and some for those with supervisory duties.
   5. These competencies are new to GVSU. The goal is to move forward with university-wide competencies to guide all work as a tool for accountability. The Provost’s office is working with Academic Senate to determine alignment with faculty as these competencies have been adopted only by staff thus far.
   6. As the roadmap towards professional development in the competencies progresses, the Division of I & E is considering reach and scale over three years, with hoped-for outcomes like: gaining knowledge and abilities, the ability to connect with diverse peers and learners.
   7. For every employment group, there are Foundational Learning goals, including ADA training, implicit bias training, e-learning modules, and Title IX training. Those four elements are “core” for staff and faculty.
      1. Acknowledgement that implicit bias training can go wrong when it stops at merely pointing out existing stereotypes rather than working to combat and overcome implicit bias.
   8. There are additional offerings at the 101 and 201 levels for personal mapping, including events and workshops held by FTLC and I & E. There may be other options later, such as attending certain national conferences.
      1. Q: What is “201 learning”? A: Just a recognition that some workshops and conversations are entry level for those just beginning to explore concepts. 201 indicates that it is beyond the entry level, with the expectation that participants will have some background in I & E.
      2. Q: How might one sustain this over a long career as our answers to I & E-related questions change over time? Might there be a 301 or a 601 eventually? A: There are so many potential topics; there will always be new content to add, but there is also a conversation about how we deepen the conversations, not just expanding them. Consider an upcoming National Day of Racial Healing, which will be a four-part conversation with an eye toward deepening learning, or other options for people to lead after they learn.
      3. Q: What does the ADA learning include? A: It’s on the website, but it’s also about moving beyond compliance and understanding to action and responsibility on our campus.
   9. There are additional requirements for appointing officers—about 26 hours over three years, or roughly 9 per year.
   10. The hope is that we’ll all say “yes” to learning with the understanding that no one is “opted out.” Workday will eventually allow all employees to track their learning, which could be easily copied to Digital Measures. Workday may, in the future, replace Digital Measures for reporting.
   11. Time for hole-poking and yay-ing.
       1. Q: The plan might assume that we have universally motivated learnings, which we know isn’t true. How might we use this plan to work with those who might not be motivated? A: This is an expectation for learning, though with a lens of personal choice. We do many things at the University that we have to do, and learning in this area is something we have to do. Ideally, the wide offerings and social movement towards this learning will inspire learners to participate.
       2. Follow up: Faculty are already reporting overload/full plates—concern that I & E learning will turn into a checklist or something they’ll “get around to” even if they DO want to participate. How can we communicate this as a benefit to faculty rather than just another thing to do? A: Let’s recognize the labor that goes into the work and learning when it matters—at reviews, at tenure & promotion, etc. There may be a struggle with senior faculty who no longer feel as many rewards for their work. We may need to ask faculty how they want to be rewarded for their professional development work.
       3. For sixty years, schools have been “too busy” to make changes—if we’re going to “Reach Higher,” we’ll need to make this a priority for talent management. If you want to be promoted, if you want tenure, you need to engage with I & E.
   12. Marlene will send slides for review: we’re encouraged to have conversations with our departments
4. Update on committee membership. Joel 9:55
   1. There’s an ongoing email conversation about whether AP and PSS colleagues will participate in the EIC. A decision has yet to be reached.
5. Update: Review GenEd Equity in Learning and Systemic Racism SOL

Review the data from the General Education learning outcomes assessment from the previous two cycles to determine whether they reveal demographic differences in student learning outcomes and make recommendations. 9:58

* 1. The main conclusion is that there is an equity gap between white and BIPOC students in outcomes across the university that is visible in, but not limited to, the General Education Program.
  2. We are to review the data and make recommendations moving forward to ECS.
     1. Q: Do we have an understanding of what kinds of recommendations and outcomes they’re hoping for? The data is complex and could indicate a lot of things. A: ECS wants a recommendation for across campus. Joel has notes from a meeting with Gen Ed (Griff & Amy Stolley) that he will share later that may give us some insight into a likely recommendation.
     2. Gen Ed classes have a particular assessment for students and learning outcomes. We may recommend that we revisit the assessment tool for risk of implicit bias.
     3. We may also need to talk about the changing demographics of our student population as it relates to preparedness. Do we need to change how we teach this changing population?
     4. Table conversation until we have information from Joel’s meeting with Gen Ed, but we do need to be prepared in our next meeting to make an analysis and some kind of recommendation to ECS.

1. Committee elections prep. 10: 12
   1. We’ll need to hold elections as our group changes in the next few months. Joel will not return.
2. Subcommittee reports. Josita; Anna. 10: 20
   1. [Webpages](https://www.gvsu.edu/eic/) have been published, though they’re not quite finished.
      1. Email Josita with any additions or suggestions
      2. Suggestion to move the Archive and BlackBoard Login to a less prominent place on the page
      3. Keep an eye on changing language across the University (DEI-AB will move to DEI). Josita will talk with Takeelia to update info about the Ombuds.
   2. Reports committee has a draft for review at the next meeting.
3. Subcommittee breakouts. 10:29
4. Announcement:
   1. Next meeting: April 4, 2023: Zoom link in outlook
   2. Other announcements?
   3. Good and welfare?
5. Adjourn

Meeting Documents to review (in Blackboard in the “February 2023 Documents” file).