

23-24 EIC Report to ECS on Diversity of Faculty, Staff, and Students across Colleges

The Equity and Inclusion Committee (EIC) “promote[s] and facilitate[s] faculty involvement in support of a healthy and equitable campus climate.”¹ Our goal is to ensure that the voice of the faculty is continually heard by the University Academic Senate on questions of Equity and Inclusion. The Equity and Inclusion Committee, which meets bi-monthly, comprises 11 faculty members representing the different colleges and the library, an undergraduate and a graduate student from the Student Senate, and 6 members of the administration (ex officio). This report fulfills the charge from ECS to EIC to report on statistics regarding diversity on campus. All data is the most recent available from Institutional Analysis.

This year, EIC:

- Considered equity in faculty service loads
- Completed and updated our [webpage](#)
- Actively sought out student input and feedback on EIC actions
- Reviewed proposals for the 2023 Teach-In

Highlights of this report:

- Statistics highlighting the diversity of the campus community
- Recommendations for ECS as a result of our work and charges

Table 1: Campus Community by Demographic

Population ²	Benefits Eligible Faculty ³	Adjunct Faculty	Non-Faculty Staff	Undergraduate students	Graduate Students	State of Michigan
African American or Black	41 (3.5%)	39 (6.3%)	150 (6.9%)	1242(6.5%)	149 (4.9%)	13.5%
American Indian or Alaskan Native	4 (0.3%)	3 (0.5%)	6 (0.3%)	73 (0.4%)	13 (0.4%)	0.5%

¹ <https://www.gvsu.edu/eic/partners-42.htm>

² Population categories determined by U.S. government

³ All regular, affiliate, and visiting faculty

Asian	100 (8.5%)	17 (2.7%)	41 (1.9%)	533 (2.8%)	51 (1.7%)	3.3%
Hawaiian or Other Pacific Islander	1 (0.1%)	0 (0.0%)	0 (0.0%)	6 (0.0%)	2 (0.1%)	0.0%
Hispanic or Latino	42 (3.6%)	14 (2.3%)	104 (4.8%)	1504 (7.8%)	129 (4.3%)	5.6%
International	20 (1.7%)	0 (0.0%)	5 (0.2%)	244 (1.3%)	442 (14.6%)	n/a
Multiethnic	5 (0.4%)	10 (1.6%)	28 (1.3%)	710 (3.7%)	72 (2.4%)	4.4%
Not Reported	42 (3.6%)	64 (10.3%)	225 (10.3%)	151 (0.8%)	27 (.9%)	n/a
White	925 (78.4%)	474 (76.3%)	1,630 (74.5%)	14,780 (76.8%)	2,141 (70.8%)	72.4%

Population	Current % Student	% Change in students over past 10 years	% Change in students over past 1 year
African American or Black	6.2%	+1.1%	+0.9%
American Indian or Alaskan Native	0.3%	0.0%	0.0%
Asian	2.6%	+0.7%	-0.1%
Hawaiian or Other Pacific Islander	0.0%	-0.1%	0.0%
Hispanic or Latino	7.3%	+3.0%	+0.8%
International	3.1%	+1.5%	+0.4%
Multiethnic	3.5%	+0.5%	+0.1%
Not Reported	0.8%	+0.4%	+0.2%

White	76.0%	-7.2%	-2.6%
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Table 2a: 1 and 10 year % Changes in Student Population by Demographic

Demographics of Students: Current, 2013-2014, and 2022-2023

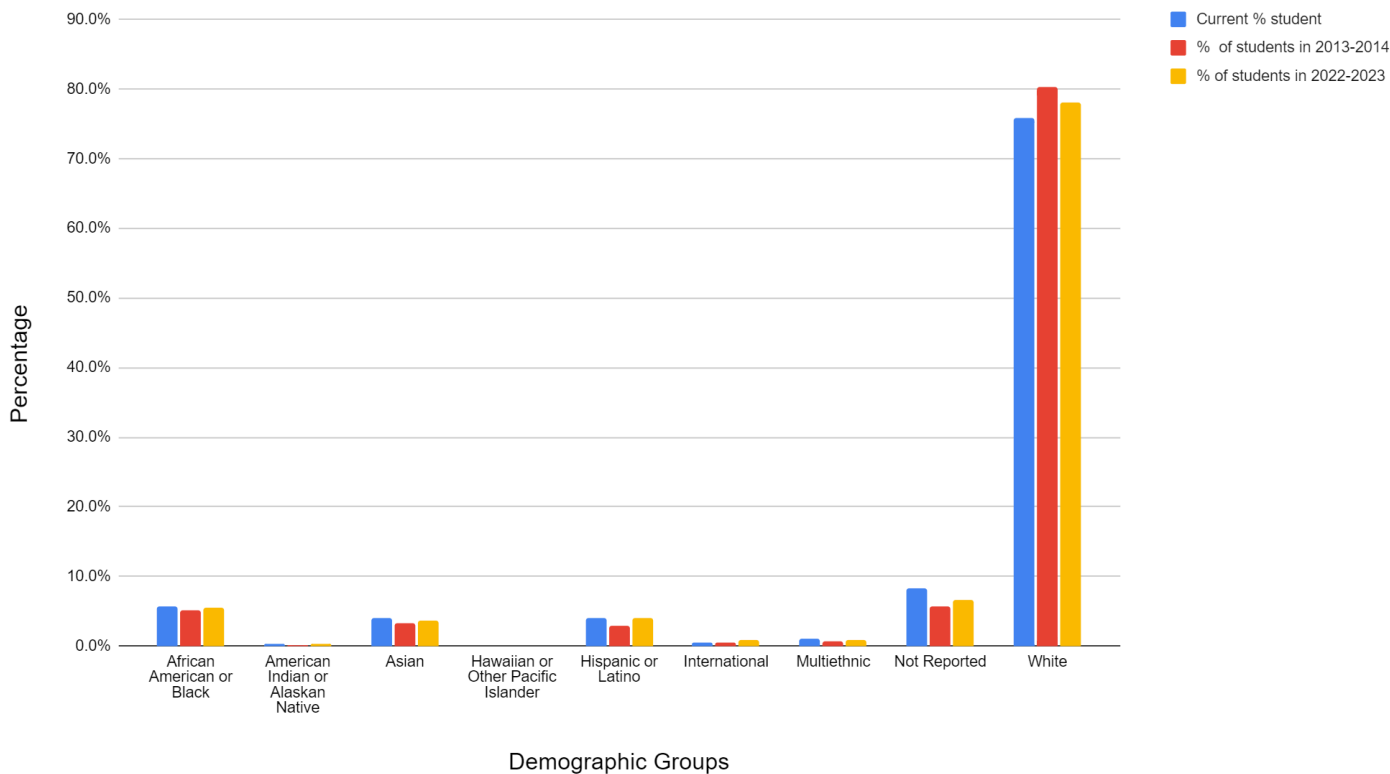
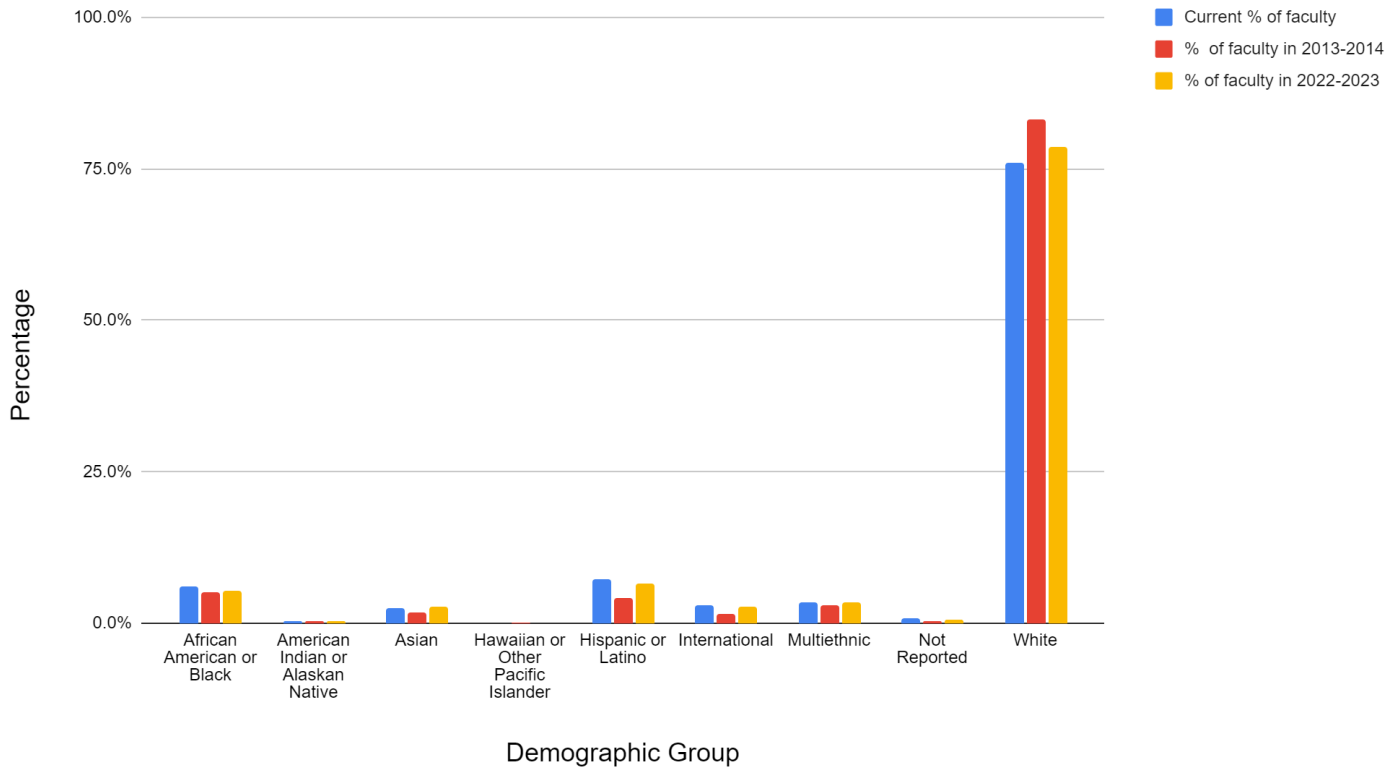


Table 2b: 1 and 10 year % Changes in Faculty/Staff Population by Demographic

Population	Current % Faculty/Staff	% Change in faculty over past 10 years	% Change in faculty over past 1 year
African American or Black	5.8%	+0.6%	+0.2%
American Indian or Alaskan Native	0.3%	+0.1%	0.0%
Asian	4.0%	+0.7%	+0.3%
Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%
Hispanic or Latino	4.0%	+1.1%	0.0%
International	0.6%	+0.1%	-0.2%
Multiethnic	1.0%	+0.3%	+0.2%
Not Reported	8.3%	+2.6%	+1.6%
White	75.9%	-5.3	-2.2%

Demographics of Faculty: Currently, 2013-2014, and 2022-2023



The composition of the campus community has not changed significantly over ten years. There is a greater need, in particular, for recruitment and retention of faculty and staff of color, which is one of the [key issue](#) raised by a group of active, concerned students on campus.

Table 3: 3 Year Retention% Rates by Student Demographic⁴

Population	2020 % Retained	2021 % Retained	2022 % Retained	2020-2022 % Change
African American or Black	69.6 % (113)	72.9% (203)	54.1% (353)	-15.5%
American Indian or Alaskan Native	76.9% (13)	73.3% (15)	66.7% (9)	-10.2%
Asian	86.7% (98)	75.8% (124)	80.9% (110)	-5.8
Hawaiian or Other Pacific Islander	100% (4)	100% (1)	N/A	0.0

⁴ Full time FTIACs, from fall-to-fall.

Hispanic or Latino	77.1% (210)	70.8% (281)	73.6% (218)	-3.5%
International	85.7% (21)	73.9% (23)	80.9% (47)	-4.8%
Multiethnic	81.1% (148)	70.5% (139)	73.7% (156)	-7.4%
Not Reported	75.0% (4)	69.2% (13)	78.9% (19)	+3.9
White	83.8% (3133)	80.9% (2986)	79.9% (2831)	-3.9

Retention rates for all groups, except for those Not Reported, fell between 2020 and 2022. Most notably, retention for Black and African American students fell by 15% in that period. Retention rates are likely impacted by the COVID pandemic and the subsequent shifts to distance and hybrid learning, but are a point of concern for student groups and those who support them.

Table 4: 10 Year % Change in Student Probation Rates by Demographic

First Fall Probation Rates ⁵	Fall 2013	Fall 2023	Change
African American or Black	10.7%	10.7%	0.0%
American Indian or Alaska Native	12.5%	13.0%	+0.5%
Asian	6.7%	5.7%	-1.0%
Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
Hispanic or Latino	5.6%	8.6%	+3.0%
International	0.0%	0.0%	0.0%
Multiethnic	5.6%	7.8%	+2.2%
Not reported	0.0%	8.2%	+8.2%
White	4.4%	3.9%	-0.5%
All	4.9%	5.4%	+0.5%

It has been frequently noted that the freshman class of Fall 2024 was GVSU’s most racially/ethnically diverse yet, which indicates success in recruitment of historically underrepresented groups in higher education. However, as indicated by recent actions by [student groups on campus](#), further work by the University is needed to support academic and personal success of these students on campus to assist in their retention and graduation; the above table shows that First Fall probation rates for key groups, including Black and African American students and American Indian students, have remained high over the last decade,

⁵ FTIAC students after first fall semester enrollment

while probation rates for Hispanic and Latino students have increased. 54% of Black and African American students were retained in 2022, echoing the concerns of student groups (from Office of Multicultural Affairs and AALT Student Engagement Team) EIC spoke to in 2023-2024. There are working groups and task forces in place to begin to address the needs of these students. EIC sees an additional need for accountability structures to ensure effective implementation of taskforce recommendations.

Table 5: Campus Community by Gender

Gender	Benefits Eligible Faculty	Adjunct Faculty	Non-Faculty Staff	Undergraduate students	Graduate Students	State of Michigan
Female	598 (50.7%)	410 (66.0%)	1,148 (52.4%)	11,565 (60.1%)	2,110 (69.7%)	50.8%
Male	571 (48.4%)	196 (31.6%)	906 (41.4%)	7,630 (39.7%)	909 (30.0%)	49.2%
Not Reported	11 (0.9%)	15 (2.4%)	135 (6.2%)	48 (0.2%)	7 (0.2%)	0.0%

As the EIC reports for 2021-2022 and 2022-2023 described, GVSU does not collect data for the full diversity of gender identity on campus. In particular, there was an increase in GVSU employees choosing not to report their gender in 22-23 (2.5%, up from 2.0% in 21-22). That trend continued in 23-24: 4% of GVSU employees chose not to report their gender identity. While there are many reasons why an individual might choose not to include their gender identity on a survey, it is also significant that the 2021 myGVSU Climate Survey found that 29% of nonbinary and trans respondents believed they had been harassed or discriminated against because of their identities.⁶ Reflecting these identities in data collected by the institution is one way to respect and validate the experiences of these groups. EIC believes this percentage will continue to increase until GVSU allows more inclusive and flexible gender identification options on surveys.

In general, EIC supports hiring tenure-track, affiliate, and visiting faculty whenever possible as adjunct faculty have reduced benefits and job security. It is particularly concerning that there are twice as many female adjunct professors in this precarious position as male adjunct professors, which may be the perception of contingent work as feminine labor.

⁶ “2021 myGVSU Climate Survey,” *Grand Valley State University*, <https://www.gvsu.edu/mygvsu/2021-mygvsu-climate-survey-68.htm>.

Recommendations

ECS should:

Explain the process of selecting and contracting with potential corporate partners, such as Chick-fil-A. A widely shared explanation that includes how input and feedback are sought may help the campus community understand how these decisions are made in order to avoid future challenges.

At campus meetings, when questions are asked anonymously, honor those questions with the same respect as all other questions.

Restructure the EIC committee as follows:⁷

Faculty Representation:

- 4 representatives from College of Liberal Arts and Sciences
- 2 representatives from College of Health Professions
- 2 representatives from Seidman College of Business
- 2 representatives from College of Education and Community Innovation
- 1 representative from Brooks College of Interdisciplinary Studies
- 1 representative from Kirkhof College of Nursing
- 1 representative from University Libraries
- 1 representative from newly formed College of Computing
- 1 representative from newly formed College of Engineering

Staff Representation:

- 1 representative from Alliance of Professional Support Staff (PSS)
- 1 representative from Administrative Professionals Committee (AP)
- 1 representative from Office of Multicultural Affairs

Student Representation:

- 1 representative from Student Senate
- 1 representative from the AALT Student Engagement Team

Create additional gender and sexual identity categories in surveys to accurately represent campus community⁸. Consult with LGBTQ Center to select the most appropriate categories.

⁷ College Representation numbers are based on:

Colleges with 25-50 faculty =1
50-200 faculty = 2
200-300 faculty = 3
More than 300 faculty=4

⁸ Marlar, J. (2023). Asking inclusive questions about gender: Phase 1. *Methodology Blog*. Gallup. <https://news.gallup.com/opinion/methodology/505664/asking-inclusive-questions-gender-phase.aspx>

Create additional supports for Black and African-American students and student groups to improve retention and belonging as suggested by the Concerned Students Group.

Request the creation of an accountability structure to ensure that what comes out of the student demands task forces are implemented. Members of EIC, AALT, and the Social Justice Committee should meet as a body (quarterly or once/semester) to receive Accountability reports from the task forces.

Explore structures for more accurately measuring service load on faculty, considering rotation of key roles and visibility of relational and contextual service work. This may involve a task force piloting a dashboard mode or other evidence-based options.⁹ Informed by the ECS charge (#2), we have identified the following initial steps for EIC and related committees:

1. Review American Council on Education (ACE) document [[Equity-Minded Faculty Workloads](#)] and identify actionable items.
2. Recommend a task force to consider dashboard development to support equity in service.
3. Review Collaborative on Academic Careers in Higher Education (COACHE) data when available (2nd half of 2024) and develop additional action items.
4. Develop a toolkit of resources to support faculty preparing for tenure and promotion actions.
5. Develop and disseminate resources for unit heads and deans to make progress on this issue.

Explicitly connect service load and satisfaction to faculty retention rates; consider adding questions into exit interviews for tenure-track and affiliate faculty in [Section 3 \(Workload\)](#):

How would you rate your workload in your role(s) in the following areas, as they apply?
Teaching or Professional Effectiveness?
Service?
Scholarship?

Support adoption of a university-wide DEI framework upon completion of the AALT 2030 in-development framework.

Recommend formation of a task force to further examine existing learning equity gaps found by the Gen Ed Committee, as well as such university-wide gaps. This task force should consider systemic issues that bear on equity gaps, including enrollment, replacing tenure track lines, and expanding resources, and create a plan to communicate findings to the University.

⁹Ezell Sheets, J.K., Barnhardt, C.L., Phillips, C.W. and Valdés, P.H., 2018. The impact of faculty work-life factors on faculty service morale. *The Journal of Faculty Development*, 32(2), pp.53-66.; Hanasono, L.K., Broido, E.M., Yacobucci, M.M., Root, K.V., Peña, S. and O'Neil, D.A., 2019. Secret service: Revealing gender biases in the visibility and value of faculty service. *Journal of Diversity in Higher Education*, 12(1), 85-98; O'Meara, K., Lennartz, C.J., Kuvaeva, A., Jaeger, A., & Misra, J. (2019). Department conditions and practices associated with faculty workload satisfaction and perceptions of equity. *The Journal of Higher Education* 90(5): 744-772. <https://doi.org/10.1080/00221546.2019.1584025>; Spoon, K., LaBerge, N., Wapman, K. H., Zhang, S., Morgan, A. C., Galesic, M., ... & Clauset, A. (2023). Gender and retention patterns among US faculty. *Science Advances*, 9(42), eadi2205.

