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

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| --- | --- | --- | --- | --- | --- | --- |
| Population | Benefits Eligible Faculty | Adjunct Faculty | Non-Faculty Staff | Undergraduate students | Graduate Students | State of Michigan |
| **African American or Black** | 37 (3.2%) | 30 (5.2%) | 143  (7.0%) | 993 (5.3%) | 155 (5.2%) | 13.5% |
| **American Indian or Alaskan Native** | 4 (0.3%) | 5 (0.9%) | 4 (0.2%) | 60 (0.3%) | 13 (0.4%) | 0.5% |
| **Asian** | 88 (7.6%) | 13 (2.3% | 38 (1.9%) | 529 (2.8%) | 57 (1.9%) | 3.3% |
| **Hawaiian or Other Pacific Islander** | 1 (0.1%) | 0 (0.0%) | 0 (0.0%) | 10 (0.1%) | 2 (0.1%) | 0.0% |
| **Hispanic or Latino** | 45  (3.9%) | 15 (2.6%) | 92 (4.5%) | 1,272 (6.8%) | 138 (4.6%) | 5.6% |
| **International** | 26 (2.2%) | 0 (0.0%) | 3 (0.1%) | 236 (1.3%) | 347 (11.6%) | n/a |
| **Multiethnic** | 5 (0.4%) | 7 (1.2%) | 27 (1.3%) | 675 (3.6%) | 84 (2.8%) | 4.4% |
| **Not Reported** | 34 (2.9%) | 70 (12.2%) | 149 (7.3%) | 107 (0.6%) | 31 (1.0%) | n/a |
| **White** | 922 (79.3%) | 432 (75.5%) | 1,581 (77.6%) | 14,783 (79.2%) | 2,156 (72.3%) | 72.4% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Population** | **% Student** | **% Change from 21-22** | **% Faculty/Staff** | **% Change from 21-22** |
| **African American or Black** | 5.3% | +1.0% | 5.6% | +0.4% |
| **American Indian or Alaskan Native** | 0.3% | -.01% | 0.3% | 0 |
| **Asian** | 2.7% | -0.1% | 3.7% | -0.3% |
| **Hawaiian or Other Pacific Islander** | 0.0% | 0.0% | 0.0% | 0.0% |
| **Hispanic or Latino** | 6.5% | +0.4% | 4.0% | +0.2% |
| **International** | 2.7% | +0.9% | 0.8% | +0.1% |
| **Multiethnic** | 3.5% | +0.1% | 1.0% | +0.2% |
| **Not Reported** | 0.6% | +0.2% | 6.7% | -0.4% |
| **White** | 78.6% | -2.0% | 78.1% | -0.6% |

As in 2021-2022, the starkest difference between GVSU and the State of Michigan is in students and employees identifying as “African American or Black.” However, there was a slight increase in both student enrollment and hiring in this group (+.04%) in 2022. The EIC recognizes that representation only provides a single facet of inclusion, but strongly recommends that efforts to hire and retain faculty from diverse groups, particularly those identifying as African American or Black, continue.

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| --- | --- | --- | --- | --- | --- | --- |
| Gender | Benefits Eligible Faculty | Adjunct Faculty | Non-Faculty Staff | Undergraduate students | Graduate Students | State of Michigan |
| **Female** | 586 (50.4%) | 368 (64.3%) | 1,095 (53.8%) | 11,146 (59.7%) | 2,118 (71.0%) | 50.8% |
| **Male** | 565 (48.6%) | 186 (32.5%) | 876 (43.0%) | 7,462 (40.0%) | 861 (28.9%) | 49.2% |
| **Not Reported** | 11 (0.9%) | 18 (3.1%) | 66 (3.2%) | 57 (0.3%) | 4 (0.1%) | N/A |

As the 2022 EIC report noted, GVSU does not collect data for the full diversity of gender identity on campus. In particular, there was an increase of GVSU employees choosing not to report their gender in 2022 (2.5%, up from 2.0% in 2021). 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.[[1]](#footnote-1) Reflecting these identities in data collected by the institution is one way to respect and validate the experiences of these groups.

# Review of the Literature

COVID-19 impacted and continues to impact all areas of campus life.

## COVID and Faculty

The COVID-19 pandemic impacted GVSU faculty scholarship negatively (n = 287, 84.7%). They reported that increased teaching responsibilities and service workloads adversely affected the time available to them for research.[[2]](#footnote-2) A smaller number reported a lack of access to space and resources for research. Financial resources and collaboration networks were disrupted for a significant number of faculty.

Most notably, stressors related to scholarship were highest for early and mid-career faculty, women, and those with significant caretaking responsibilities at home.[[3]](#footnote-3) Faculty of color may have experienced twin pandemics of both disease and racism as burnout and productivity were impacted by incidences of police brutality against the Black community and widespread attacks against Asian-Americans. [[4]](#footnote-4)

Faculty experiencing scholarship-related setbacks listed funding, access to materials or the research field, increased work responsibilities, and concerns over institutional support for scholarship as some of their barriers to continued productivity. Many universities, GVSU included, offered tenure-clock pauses to allow faculty an additional year to meet scholarship requirements for tenure and promotion. However, these pauses may have created unintended inequity, as many faculty without home stressors opted out of the pause, received tenure ‘on time’, and saw increased salaries.[[5]](#footnote-5) Faculty who could not opt out of the pause, as a result, may experience significant pay shortages over time compared to their colleagues who could.

Most faculty reported experiencing barriers to a return to pre-pandemic research activities. Extra teaching and more extensive commitments to student engagement resulting from the pandemic served as barriers to a normal return to usual practices. Family obligations have grown significantly for many faculty as well. Significant losses of personnel have extended the demand on faculty for additional service. GVSU faculty were, in particular, concerned about the availability and marketing of funding, recommending that CUSE, CSCE, and departments continue to make available information on funding sources. Additionally, GVSU scholars repeatedly recommended that stakeholders on campus advocate for “better balance between teaching, scholarship, and service workload responsibilities”.[[6]](#footnote-6) Faculty continue to support new types of research, collaboration, and dissemination, such as virtual conferences and web-based research, that allow for easier access to materials, collaborators, and the research community.[[7]](#footnote-7)

Significant numbers of faculty reported emotional and personal effects of the COVID-19 pandemic on their morale, including a lack of focus, emotional disruption, restless sleep, depression, and other health effects. Underrepresented minority faculty experienced these effects more intensely than non-URM faculty. Nearly half of surveyed university faculty considered leaving their jobs, and a Bloomington survey of faculty from 20 institutions in 2021 revealed higher levels of dissatisfaction with work-life balance.[[8]](#footnote-8)

## COVID and Students

The majority of students are disengaged and struggling in the areas of mental health and academic achievement levels as a result of the COVID pandemic.**[[9]](#footnote-9)** Subsequent and additional societal-pressures (political-unrest, financial hardship, school-gun-violence, etc.) contribute to the additional stress and depression affecting college students.**[[10]](#footnote-10)** Ths was found to be particularly true for students of color; the death of George Floyd, Anti-Asian hate, other social issues often combined with economic and/or food insecurity all during the COVID-19 pandemic had a significant impact on their mental health, stress levels and feeling of security. This often would have a negative impact on their academic performance.[[11]](#footnote-11)[[12]](#footnote-12)

While a 2020 study of GVSU students found a desire for increased mental health services, the GVSU Counseling center found that appointment requests decreased proportionate to the decrease in enrollment; additionally, they did not find that students requested appointments as a result of COVID-related stress. Students may have sought mental health services outside of those available on campus.[[13]](#footnote-13)

Numerous studies, and national-standardized testing scores, have shown anywhere from ¼ - 2 years loss in reading and/or math skills. Stanford University’s Educational Recovery Scorecard project assessed that some districts around the country lost more than 2 years in reading and math achievement.[[14]](#footnote-14)

The challenge is being met by educational institutions as shown in studies which demonstrate intervention methods vary and have proven successful. The common theme among articles related to the impact of COVID on learning is the need for intervention.**[[15]](#footnote-15)** Methods for intervention vary providing both a preventative and reactionary approach. The blended use of technology has shown some success in engaging students with their class material.

The GVSU Campus Climate Survey results published in 2022 provided no direct information about student, faculty, or staff experiences related to the COVID pandemic.

# Recommendations

ECS should:

* Support the Division of Inclusion and Equity in their development of inclusion-focused professional development for all
* Explore how best to support and retain employees of color, particularly those who identify as African-American or Black, beginning with GVSU’s partnership with Historically Black Colleges and Universities (HBCUs)
* Diversify data collection in regards to gender identity, specifically trans\* and non-binary, and reflect that diversity on the Diversity Dashboard
* Continue support for and create clear lines of communication around scholarship and funding for faculty.
* Build systems and processes that respect and support trans\* colleagues in communication with LGBTQIA+ affinity groups on campus
* Analyze budget, usage, availability, and accessibility of campus resources designed to support student needs, such as the Advising Center, Counseling Center, Tutoring Centers, Replenish Food Pantry, and others.

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