# Equity And Inclusion Committee

Draft Agenda: **October 29, 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  (Chair, SCB W2027) | x |
| Craig Clay (COC, W2025) | x | Anna White (Libraries W 2025) | x |
| Mahdi Norouzi (Padnos W2027) | x |  |  |
| Brianna (Bree) Chesser  (CHP, W2026) | x | **Ex-Officio Members** |  |
| Genevieve Elrod (KCON, W2027) | x | Ed Aboufadel (AVP Provost’s Office) | excused |
| Nichole Moore (CECI, W2024) | x | B. Donta Truss (VP Enrollment Development |  |
| Ramya Swayamprakash  (BCIS Winter 2026) | x | Takeelia Garrett (Student Ombuds/Dean of Students) |  |
| Josita Maouene (CLAS, W2025) | x | Robert Shorty/Marlene Kowalski-Braun OPEC | x |
| Alycia Laguardia-Lobianco  (CLAS W2027)  On leave  Tess Armstrong (sub) | x | Dana Munk (Pew FTLC): | x |
| Britland Dekorver  (CLAS W2027) | x | Tiburcio Lince (Directors of OMA) | x |
| (Student senate): TBD |  | Mychal Coleman/designee (AVP Human Resources) |  |
| Staff member TBD |  |  |  |
| GSA Adrian Menezes | x |  |  |

## Announcements:

Minutes for October 29th Meeting: Josita Maouene

Agenda:

1. Approval of the agenda.
   1. Anna moved to approve the agenda. Brittland seconded.
   2. The vote was unanimously in favor by voice
2. Approval of the minutes from last meeting
   1. One correction was made to the name of the guest VP of People, Dr Shorty
   2. Genevieve 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 Tiburcio Lince, Director of the Multicultural Office
   2. Introduction of GSA student member Adrian Menezes
   3. Introduction of Mahdi Norouzi, representing Padnos School of Engineering
4. Discussion and questions related to the role of the director of the Multicultural Office

*Question 1: How do you see the role of OMA in encouraging study abroad?*

Response from TL: Providing some equity pieces, such as reducing financial barriers, some workshops on, for example, passport application, or on awareness how to write an application that sets the students apart.

*Question 2: What have you learned so far that we should be aware as the CEI?*

Response from TL: Understand institutional DEI as it is a distributed model.

* At the level of the University, the Division, the Department
* Understand where the priorities are
* So that OMA can be aligned
* Where are OMA friends
* Develop OMA purposes

Being super mindful of the work that has been done

*Question 3: What are things that individual disciplines can do to increase the use of office hours by the students? For example, the office hours in the TRIO space did not work.* Response from TL: It seems that the belonging part, with a person of trust is important. Initiatives such as supplemental instruction model, with peer mentors, is a concept that has shown results.

*Question 4: What are your early insights on OMA?*

Response from TL: The main question I am trying to answer is where to expand the portfolio. So far we have 4 priority groups: African American, LatinX, Native American, Asian and Pacific Highlander students

we would love to add 1st generation students

Themes: Belonging and Mattering: How do we show that the students matter to our institutions, expand social justice, co-curricular experiences.

Challenges: student distress, too few students are benefitting, not enough space, questions will come to GVSU regarding DEI initiatives costs. We need to track, calibrate our efforts, know where all the work is happening.

Links related to UofM DEI issues [https://www.chronicle.com/package/the-assault-on-dei https://www.linkedin.com/pulse/battle-truth-setting-record-straight-dei-u-m-tabbye-chavous-5psoe/?trackingId=rW5aS81QTpmBhLTIBECy3w%3D%3\](mailto:https://www.chronicle.com/package/the-assault-on-dei%20https://www.linkedin.com/pulse/battle-truth-setting-record-straight-dei-u-m-tabbye-chavous-5psoe/?trackingId=rW5aS81QTpmBhLTIBECy3w%3D%253\\) [https://www.nytimes.com/2024/10/16/magazine/dei-university-michigan.html?smid=url-share](mailto:https://www.nytimes.com/2024/10/16/magazine/dei-university-michigan.html?smid=url-share)

Question 5: OMA is underfunded, under resourced and overworked. Any discussion from SLT on funding?

Response from TL: So far no conversation about resources. We need to be very intentional from the get go. OMA is doing a little bit of everything. This is an opportunity to recalibrate our efforts.

A proposition to go back to intentional onboarding is discussed. A program called Transition existed for 2.5 decades and was abandoned. Now we have a six-week welcome that is optional. The result is catastrophic as too few students (400) take the opportunity. This is a huge first barrier now from a DEI perspective. The opt-in is a problem. We are missing the opportunity to educate the future students on where to find what resources, how to access clubs, for example, how to access banner, understand how gen ed works. If we had a two-day full immersion, we could also set up expectations and this is where faculty could leverage their power and where all could experience what it means to be a community.

Then the barriers to diversity hires and retention are discussed. Barriers are: Finding a community here. Lift evaluations and service overload are mentioned. Competition between departments and with R1 places for new hires. Hiring to fit in. Pool is too small.

Diverse solutions are proposed such as be specific in the job add and be intentional where we post those adds. Going to conferences. Having external speakers every week. Too few students chose STEM, it is a systemic issue. We need a pipeline and ask ourselves what a pipeline looks like. In CLAS we do cluster hiring from protected classes. May be a model for other Divisions. There are models out there for partnerships between Universities, where we give teaching experience early to students and prepare them for diversity hires. Widen our definition of diversity hires.

The word of end to TL: it is a culture we need to serve all three groups: faculty, staff and students.

1. Data for General Education information needed for charges one and two- what do we need to do for those charges?
   1. <https://www.gvsu.edu/gened/student-learning-outcomes-339.htm>

Question : Can we find ways to disaggregate the data even more?

Here is the information on the new SLO Grif mentioned

#2 – we added a new SLO several years ago related to that item. IT is number 3 here:

U.S. Diversity 1. Explain historical trajectories and consequences, worldviews, languages, and/or ways of life of diverse cultures within the United States. 2. Explain how social constructions of ethnicity/race and at least one of the following social attributes shape group and individual identities: gender, class, abilities, age, sexual orientation, religion, or common history. 3. Explain how individual and systemic racism affect those who are discriminated against and those who discriminate against others in the United States

Comment: CLAS is participating into the Gardner Institute, an external support, that is engaging faculty into a reflexion and recommendations to the admin around the adjustments needed for the classes with high WDF rates (Bio 121, Chem 101, Phy 101, Writing 150, Psych 101).

Discussion tabled for next meeting.

1. Continuing discussion on our new charge, (ECS gave us another one 😊)
   1. "Evaluate the impact on faculty/staff retention, equity, and recruitment of faculty and staff at institutions that offer benefits for fertility treatments."

Anna said she is almost done with her bibliography review and will present her results next time we meet. She does not really need another person.

1. DEI reporting point. Marleene or others.

n/a

1. Plan the time for our face-to-face meeting
   1. March 11th would be the first meeting after spring break if that works for everyone.
   2. Where should we meet?

Two places were proposed. From 9 to 11 . University Club on Pew campus and The University Club on Allendale campus. Jennnifer will check those options and reports back next meeting.

1. Update on committee membership (Jennifer, Anna, Steven)

Brittland will report next time on the selection the group did from the trainings available on Academic Impressions for the training of the SeniorLeadership Team.

* 1. Student members, AP Staff members?

Still no AP staff.

1. Subcommittee breakouts. (if needed)

n/a

1. Announcement:
   1. Next meeting: November 26, 2024: Zoom link will be in outlook
      1. Jennifer has been invited to a Diversity and Talent Summit on Nov 12. (<https://grandrapids.org/event/diversity-talent-summit/>) . Jennifer will go and there won’t be a meeting on the Nov. 12.
   2. Other announcements?

The Teach-in is coming on Nov 13 and 14. Make sure you become a host at:

<https://www.gvsu.edu/teach-in/cms-form-edit.htm?formId=46CCE8DF-ED73-D78E-420216E83AE4301B>

Indigi-Fest on November 20 with two keynote speakers who are also GVSU alumni.

* 1. Brill moved to adjourn at 11 am.
  2. Tessa seconded.
  3. None opposed, motion carried.