

DEI-AB Professional Development Plan for ENGLISH 2024–2025 Academic Year

The English Department is committed to building an inclusive and equitable community of faculty, staff, and students. We strive to foster a departmental culture where everyone feels valued, respected, supported, and empowered to succeed.

We believe that the department, our learning, our scholarship, and our experience in the world are enriched by all the ways we are unique individuals, which includes the visible and invisible ways we identify by race, ethnicity, sexuality, national origin, gender identity, religion, ability, or other identities.

We are committed to making diversity, equity, inclusion, accessibility, and belonging essential principles of our department culture. We will enact our commitment to these principles through the following ways:

- Inclusive teaching practices
- Empathetic design of our curriculum and course materials
- Engaged outreach as effective advisors and advocates for our students
- Reflective discussion of our teaching practices and scholarship

1. DEI-AB Goals/Outcomes

We aim to cultivate informed faculty and staff committed to enacting DEI-AB practices that foster a welcoming environment for students, faculty, staff, and the community.

2. Objectives

- Objective 1: Promoting faculty and staff knowledge and awareness of DEI-AB issues through training and learning community opportunities.
- Objective 2: Creating a more inclusive workplace through a process of assessment of the degree to which faculty and staff feel a sense of belonging and inclusion within the department.

3. Strategies

What approaches will your unit use to accomplish your goal(s) or outcome(s)? Note well: Strategies are general in nature and are meant to guide plan implementation.

- We will implement inclusive DEI-AB professional development by dedicating one regular department meeting to a workshop/colloquium per semester that addresses a specific set of DEI-AB issues.

- We will gather information from the department faculty to determine faculty familiarity with DEI-AB. Since many of our faculty are currently engaged in DEI-AB practices and actively incorporate these practices in their classrooms, we will create a Google document and invite faculty and staff to note their areas of knowledge in DEI-AB.

4. Professional Development Activities

Faculty and Staff will attend the designated DEI-AB professional development department meetings.

Fall Semester 2024: all department faculty, contingent faculty, and staff will assemble for a “lunch and learn” to review current areas of training and expertise in DEI-AB listed by faculty and staff in the shared google document and to list questions and to brainstorm—in the interest of fostering belonging—ways the department can implement DEI-AB strategies to support students. During this meeting, faculty and staff will examine the Association of College and University Educators (ACUE) inclusive teaching toolkit and other best practices. Faculty and staff who are unable to be present will review this toolkit on their own <https://acue.org/inclusive-teaching-toolkit/>

Winter Semester 2025: to build on the Fall Semester meeting, the English Department will invite a speaker from a student organization, FTLC, the Inclusion and Equity Institute, or community partner to speak at a “lunch and learn” on a topic selected by faculty and staff.

5. Reflection on Learning

The DEI-AB professional development activities that faculty and staff will engage in during the 2024-2025 academic year will take place at two department meetings/colloquia, one in Fall 2024 and one in early Winter 2025. The fall 2023 professional development focuses on how to support students. The winter 2025 focuses on a topic selected by faculty and staff stemming from the outcome of the fall 2024 discussions. Reflections on these professional development activities and best practices will be in the form of a written summary/report aggregated from the meeting minutes.

The following describes the process:

First, we will ask faculty and staff to list their DEI-AB professional development and professional expertise on a shared google document (Winter 2024-Fall 2025). In order to measure attendance and outreach of departmental DEI-AB events, we will record the number of faculty and staff attending the departmental DEI-AB-themed meeting/colloquia. At the end of each colloquium, we will ask attendees to complete a brief survey to gauge the effectiveness of the colloquium for both the informational quality of the content and whether or not the respondents felt the colloquium enhanced their understanding and enactment of DEI-AB practices. Finally, to gain a clearer picture of to what degree faculty participate in DEI-AB issues and initiatives, we will ask faculty and staff to specify DEI-AB activities on their annual workload reports.

6. Approximate timeline of implementation:

Mid- to late September 2024: First meeting/colloquium

Early October 2024: Draft of a summary/report aggregated from the meeting minutes shared with faculty and staff.

Mid-October 2024: final draft completed and ready to submit.

Late January to mid-February 2025: Second meeting/colloquium

Mid-March (after Spring Break): Draft of a summary/report shared with faculty and Staff (after Spring Break)

Late March 2025: Final draft completed and ready to submit.
