

# DEI-AB Professional Development Plan for Geology

2024–2025 Academic Year

Department approval: voted 9/9/24

## 1. DEI-AB Goals/Outcomes for Geology Department, GVSU

*What does your unit want to achieve with respect to fostering an inclusive and equitable community among staff and faculty in the unit?*

*What does your unit want to achieve regarding the professional development of faculty and staff in DEI-AB?*

The two prompts suggest flexibility of setting Goal/Outcomes towards the larger community (prompt #1) and individuals within the department (prompt #2 professional development). The work outlined below brackets these two prompts – and is informed by the dynamics of our group. **Our goal is to promote the trust and safety that individuals feel towards each other in sharing their differences and challenges, and to successfully integrate this into the functioning of the department.**

## 2. Objectives

*What does your unit want to achieve that will help accomplish your unit's DEI-AB goal(s)/outcome(s)? The objectives ought "to define measurable aspects of the outcome that can be assessed" (see "Outcomes," University Assessment Committee: Glossary of Terms)*

At the end of AY 2024 we engaged outside experts to build capacity in the group's DEI-AB knowledge and practice, with consultants Menold and McCavit. A half-day workshop for the department was in two parts: (1) Shared Equity Leadership (SEL; Kezar et al., 2021) and collaboration best practices (Tropp, 2022) and (2) Geology Department strategic planning.

Building on our work done in AY 2023-2024, the first and most direct objective is to **deepen the review of facilitation and collaboration best practices through an SEL lens**. A second objective is for the department to **develop a Code of Conduct with the guidance of the consultants to establish norms for shared work**.

AIM: Provide resources to support creating and sustaining a positive and inclusive working environment. Suggested goals for the department: (1) establishing lines of *effective communication* among all members of the department; (2) *creating a positive working environment* that leads to inclusion sustainability and allows for creation of an inclusive and useful Code of Conduct.

These will ultimately inform SWOT analysis in December to assist in formulating a strategic plan in Winter 2025.

## 3. Strategies

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

In the coming year we want to *create a more inclusive workplace by having faculty and staff improve their intercultural/cross-cultural communication skills. This work would also include inclusive mentoring of faculty and staff*

- Working with external consultants Menold and McCavit we will engage in a workshop at the retreat at the beginning of the year and check in points throughout the year. Their follow up guidance will continue to stress Shared Equity Leadership (SEL) practices. SEL is an evidence-based and case study model (Kezar et al. 2021; Holcombe et al. 2022) emphasizing shared vision and collective accomplishment.
- Continue our work with URGE to generate a student shared resource map
- Review work by the group that worked on Voyage summer institute, discuss, vote and implement work that is supported by the department. The DEI-AB relevant components of this work included:
  - Internship opportunities
  - Alumni engagement so that students can see themselves in those who have graduated and overcome barriers to networking that arise in marginalized group
  - Review field trip opportunities so that choices are available for students with challenges that typically lead them to be excluded from the Geosciences, including those with limited time to travel due to work or family commitments, or those with physical differences.
  - Review student feedback on UW Madison's Code of conduct for field trips and classroom and integrate into the department draft
- Continue to promote inclusion efforts by having a portion of the FWR include some engagement with DEI-AB training.

#### **4. Professional Development Activities**

*What will faculty and staff in your unit do to implement the unit's strategies for accomplishing the plan's objectives and/or achieve the plan's objectives? (See Appendix A for a non-exhaustive list of activities and Appendix B for a list of resources for DEI-AB professional development.)*

- Participate in workshops facilitated by Inclusion and Equity trained external consultants
- Additionally, faculty may choose one or more of the following activities:
- DEI-AB professional development activities may include the following:
  - Attend DEI-AB related conferences in one's academic discipline or non-academic profession
  - Attend DEI-AB themed lecture series
  - Attend department colloquia presentations on discipline specific DEI-AB topics such as virtual workshop from the AdvanceGEO group, <https://serc.carleton.edu/advancegeo/workshops/index.html> or ACUE workshops on DEI issues.

- Attend DEI-AB related seminars and webinars offered by discipline-specific organizations or societies
- Audit courses in a program's curriculum to identify places where more diverse course content, as well as a more diverse representations of theorists and practitioners, can be added to course syllabi
- Invite guest speakers to discuss DEI-AB related topics in one's academic field of study or professional work
- Participate in Pew FTLC Learning Communities on DEI-AB related topics
- Participate in DEI-AB themed book clubs/reading groups
- Participate in DEI-AB related institutes and certification programs
- Participate in small group discussions on a DEI-AB topic, with or without a facilitator
- Participate in DEI-AB themed workshops offered by discipline-specific organizations or societies
- Participate in workshops facilitated by Inclusion and Equity Institute for Lakers
- Participate in workshops facilitated by Inclusion and Equity Institute for Lakers that are tailored to the unit's DEI-AB interests
- Watch live and recorded DEI-AB themed webinars available via Academic Impressions

## 5. Reflection on Learning

*What have faculty and staff learned from engaging and participating in DEI-AB professional development activities during the 2024–2025 academic year?*

- *In the upcoming FWRs, faculty will be asked to reflect on individual or group activities related to DEI. This can include those cited above as well as through individual efforts or opportunities (e.g. online courses (free)) from "Academic Impressions" <https://www.academicimpressions.com/gvsu/> or courses/training offered through the university.*

## 6. Estimate of Expenses related to DEI-AB professional development plan:

*We have requested a scope of work for the engagement of Carrie Menold and Karla McCavit for the Fall and Winter semester in terms of development of a Code of conduct, shared equity leadership mentorship of faculty.*

## 7. Timeline

- *Code of conduct December 2024*
- *URGE student resource map – end of AY24-25*

# Resources for DEI-AB Professional Development at GVSU and Beyond

Last Updated August 18, 2024

## Resources in Academic Affairs

### Diversity, Equity, Inclusion, Accessibility, and Belonging (DEI-AB) Framework Toolkit

- This toolkit contains resources that support the [DEI-AB Framework](#). Of special note are the sections on
  - [DEI-AB Framework Toolkit: Professional Development](#)
  - [DEI-AB Framework Toolkit: Curriculum](#)

### Office of Undergraduate Research and Scholarships (OURS)

- Units can contact OURS to have someone present on inclusive faculty mentoring of undergraduate researchers and other DEI-AB related topics concerning undergraduate research and scholarship.

### Pew Faculty and Teaching Learning Center

There are several good resources for faculty on inclusive mentoring and teaching on the [Inclusive Mentoring & Teaching Development](#) webpage.

- There is a curated list of [National Center for Faculty Development and Diversity \(NCFDD\)](#) recorded webinars that focus on race and diversity on this webpage. The titles of those recorded webinars are:
  - Turning Chutes into Ladders for Women Faculty: A Roadmap to Equity in Academia
  - Bracing for and Embracing the Fall as a Blkademic
  - Developing Anti-Oppressive Communities: Supporting Black Students and Mentees
  - How to Challenge Race and Gender Bias in Student Evaluations
  - Micro-Aggressions, Micro-Resistance, and Ally Development in the Academy
  - (In)Civility in Academic Spaces
  - Addressing Incivility in the Classroom: Effective Strategies for Faculty
  - Disability and Living/Working in the Academy
  - Presumed Incompetent: Race, Gender, and Class in Academia
  - Successful Strategies for Faculty Diversity: Valuing Faculty Work that Promotes Equity

- Cultivating Compassion & Collectivism: A Multi-Week Course to Facilitate Health from Racial Trauma
- [Inclusive STEM Teaching Project](#)
  - “This program is designed to advance the awareness, self-efficacy, and ability of STEM faculty, postdocs, graduate students, and staff to cultivate inclusive learning environments for all their students and to develop themselves as reflective, inclusive practitioners.”
- [Teaching and Learning in the Diverse Classroom – Free Self-Paced edX Course](#)
- [History of Inequality in the U.S. \(self-paced course\)](#)
- [20-Minute Mentor Commons Inclusive Excellence Online Workshops](#)
  - “The 20–minute mentor commons are video-based programs designed to answer specific questions related to teaching and learning. They deliver actionable insights in highly focused 20–minute presentations designed to fit busy schedules. Below is a list of inclusive-excellence-focused topics that caught our eye.” (Description from “[Category: 20-Minute Mentors](#),” Manga Publications website)
    - What Culturally Responsive Teaching Techniques Can I Use to Improve Learning?
    - Why is Intercultural Competence Important and How Can it Improve my Teaching?
    - How Do I Use Controversial Issues to Build Cognitive Skills in My Students?
    - Three Secrets to Building Diverse and Inclusive Online Learning Environments
    - Effective Diversity and Inclusion Strategies
    - Recruiting a Racially Diverse, Culturally Competent Faculty
    - Online Engagement and Assimilation Strategies For Nontraditional and Marginalized Students
  - You can find a list of all the programs available in the 20-Minute Mentor Commons/Manga Digital Library on the [Manga Digital Library Group Subscription](#) webpage. Diversity, Equity, and Inclusion is among the programs available in the Manga Digital Library.

### [Minds That Matter](#)

- “Minds That Matter, a Pew FTLC Series, launched in Winter 2020 and offered faculty a chance to explore the nature of these issues more deeply and identify teaching

strategies and course design, largely based on universal design for learning (UDL), that can increase student success. Topics were offered on both Anxiety and Depression and featured a panel presentation and discussion from faculty experts.” (Description from the “Minds That Matter” webpage)

### [Pace Initiative for Connecting Mind and Health](#)

This is a Pew FTLC initiative that seeks to ground well-being, health, and mental health in disciplinary coursework and service to students. Faculty can apply for the Pace initiative. Faculty can learn more about this initiative by reading [the webpage on this initiative](#).

### [Current Learning Communities](#)

- All faculty are eligible to participate in a learning community (LC) that already exists. They can choose to register for learning communities on DEI-related topics, broadly understood. Staff may participate in a learning community with their supervisors’ approval.
- Faculty and staff who want to form or lead a learning community for the current or upcoming academic year can complete a [Learning Community Letter of Intent Form](#). Please keep in mind that faculty or staff from a unit can form a learning community on DEI-related topics and limit participation to other faculty and/or staff in their unit.
- The Pew FTLC recommends that faculty and staff looking for ideas can visit the [Past Learning communities webpage](#) to see a complete list (with descriptions) of LCs from past academic years.

## Resources in Division of Inclusion and Equity

### [Academic Impressions](#)

- This resource is free for all GVSU faculty, staff, and students.
- It has many DEI-related videos, live webcasts, webinars, workshops, courses, and certificate programs available in the DEI & Leadership subsection of the Start Learning section of website.
- It also has a lot of professional development/learning opportunities in other areas, e.g., department chairs, student success, faculty success.
- Career coaching and custom training are also available via Academic Impressions.
- GVSU’s Account Manager is Breanne Holloway. She can help units develop customized learning opportunities related to DEI or other topics.

### [Diversity, Inclusion, & Belonging E-Learning Training Modules](#)

- GVSU asks that all staff complete the Diversity, Inclusion, and Belonging e-training modules every 3 years. This is not required for faculty, but faculty are welcome to

complete the modules. The modules cover a range of DEI-AB topics, including microaggressions, biases, and allyship.

#### [Inclusion and Equity Institute for Lakers](#)

- Facilitators from the I&E Institute will work with CLAS units to develop learning opportunities (e.g., workshops) on DEI-AB topics based on faculty and staff interests. You can contact the I&E Institute at [iei@gvsu.edu](mailto:iei@gvsu.edu) to inquire about inviting facilitators from the Institute to work with your unit. You can also contact Marlene Kowalski-Braun ([kowalskm@gvsu.edu](mailto:kowalskm@gvsu.edu)) or Latoya Booker ([bookerl@gvsu.edu](mailto:bookerl@gvsu.edu)) to inquire about inviting facilitators from the Institute to work with your unit.

#### [I&E Institute Learning Opportunities](#)

- This webpage lists the learning opportunities (e.g., workshops) facilitated by facilitators at the Inclusion and Equity Institute. It is updated periodically.

#### [Social Justice Education Resources for Beginners](#)

- “The Social Justice Education Resource page for Beginners lists several articles, books, and videos that are beginner-friendly and are meant to develop and strengthen your understanding of social injustice and justice by guiding your self-exploration and self-learning” (from “The Purpose of This Page” section of the Social Justice Education Resources for Beginners webpage).

#### [Social Justice Education](#)

- This webpage includes lists of video resources, article resources, and book resources that people can consult to learn more about social justice.

## Resources in Student Affairs

Units are welcome to invite representatives from centers in Student Affairs to present on DEI-related topics relevant to faculty and staff working with students. The most likely centers to be contacted for DEI professional development purposes are [Student Accessibility Resources](#), the [Milton E. Ford LGBT Resource Center](#), and the [University Counseling Center](#).

### [GVSU Teach-In](#)

- The Teach-In is a yearly 2-day event with sessions facilitated by GVSU students, faculty, and staff on a range of DEI-related topics. It is normally held on the first or second Wednesday and Thursday of November.

- “The purpose of Teach-In is for mutual education among students, faculty and staff and is intended to address topics related to inequality and systems of oppression, as well as social justice and liberation. The broad learning objectives of Power, Privilege, and Difficult Dialogues are to raise awareness, inform, create dialogue, and motivate action.” (Description of GVSU Teach-In on the event’s homepage)