

**HISTORY DEPARTMENT DEI-AB PLAN
REVISED
POST SEPTEMBER 18, 2024 MEETING**

CONTEXT

1. Overall GVSU Undergraduate Student Demographic Breakdown (2023 census) by Gender and Ethnicity/Race: 61.4% female; 23% non-white.
2. GVSU History Department Major Student (History and Group Social Studies) Demographic Breakdown (Fall 2023) by Gender and Ethnicity/Race: 52.5% female; 11.7% non-white
3. GVSU History Department Tenure Track Demographic Breakdown by Gender, Ethnicity/Race, and International (fall 24): 39% female; 21% non-white; 21% international.
4. Overall GVSU Faculty Breakdown by Gender: 49.62% female.
5. **The History Department has conducted position searches resulting in the hires of six new tenure-track faculty members since 2012. All six of those hires are women faculty. Two of those hires include women faculty of color.**
6. Observations:
 - a. The GVSU History Department tenure track faculty have a gender and ethnic/race breakdown that is not consistent with the overall GVSU student undergraduate population: women especially remain underrepresented among the History department faculty.
 - b. Women tenure-track faculty members in the History department remain underrepresented when compared to the population of our department's majors and as compared to the percentage of female faculty members across the university.
 - c. The gender and ethnic breakdown of our major student populations is also not consistent with that of the overall GVSU undergraduate population; women and students of color remain underrepresented.
 - d. With addition of two new tenure-track women faculty in fall 2024, women faculty now comprise 39.2% of tenure-track department faculty.
 - e. **For over a decade, the History Department has actively pursued inclusive hiring practices to improve the noted gender and ethnic/race imbalances among its tenure-track faculty. The percentage of non-white tenured/tenure-track faculty now nearly matches the percentage of non-white students.**

GOALS/OUTCOMES

1. Bring the diversity of the department further into line with the university overall, including expanding diversity among tenure-track and contingent faculty and majors.
2. Ensure that the department is inclusive and equitable in its practices for faculty and staff.
3. Improve inclusivity in history classes for students regardless of race/ethnicity, gender expression, and disability.

OBJECTIVES

1. Hire and retain more tenure-track faculty who are women and/or people of color and/or non-cisgender people.
2. Conduct programming attentive to issues of mental health awareness and how to address concerns of faculty, staff, students with disabilities.

STRATEGIES

1. Provide a welcoming and supportive environment for our two new women tenure-track faculty members who start in fall semester 2024. Their presence and engagement are essential for providing a more inclusive, diverse environment for the student population.
2. Increase the number of Inclusion Advocates among the department's tenure-track faculty by five.
3. Consult our majors to gauge their perceptions of the inclusive environment in History department curriculum and classrooms.
4. Consult faculty of all ranks within the History Department to gauge their perception of the inclusive environment working in the department.
5. Review the Department's promotion and tenure and salary evaluation policies with special attention to diversity, equity, and inclusion concerns.
6. Encourage faculty serving on hiring committees, participating in hiring decisions, or voting on hiring to undergo available university trainings about creating inclusive search processes to ensure fair processes by August 2025.
7. Conduct two workshops with the Inclusion and Equity Institute for Lakers about how to address concerns of faculty, staff, students with disabilities.

PROFESSIONAL DEVELOPMENT ACTIVITIES

1. All faculty and staff will be encouraged to attend one of the two workshops indicated in Strategies #7
2. Or they will be encouraged to attend one of the PD opportunities listed in Appendix A and Appendix B.

METRICS

1. The department leadership team and the faculty mentors of the two new faculty members will meet regularly with the two new faculty to gauge their concerns and facilitate their transition into the department/college/university. The department will thus execute its junior faculty mentoring plan with enhanced attention to the well-being of the two new faculty members. At the end of the 24-25 academic year, the department will invite a representative from the Dean's Office and/or another CLAS/university unit to meet with the new faculty members to gauge how well the department fulfilled its obligation to create a welcoming, inclusive environment for them.
2. The department will seek increase its Inclusion Advocates who are faculty or staff by five by August 2025.

3. With the assistance of the CLAS DEI Dean, develop and carry out an interview/survey process with all department faculty to evaluate the department's inclusivity in practice by May 2025.
4. The History Department Personnel Committee will review evaluation, tenure, and promotion processes, including personnel actions and salary review, to identify potential or current issues regarding equity by May 2025.
5. With the assistance of the CLAS DEI Dean, develop and carry out an interview/survey process for majors to gauge the students' perceptions of the inclusive environment (or lack thereof) in History department curriculum and classrooms by May 2025.
6. All faculty and staff will be encouraged to attend one of the workshops indicated in Strategies #7, or fulfill one of the PD opportunities listed in Appendix A and Appendix B, for a goal that 60% of faculty and staff fulfill this metric by May 2025.

TIMELINE

The History Department anticipates approving via departmental vote and executing parts of this plan during the 24-25 academic year and evaluating its success via the indicated metrics during the fall 2025 semester.