

PLS DEI-AB Plan

In crafting a Diversity, Equity, Inclusion, Accessibility, and Belonging (DEI-AB) plan for the Department of Political Science, we have been mindful of the university's overarching DEI-AB Framework. Our plan is an embodiment of our commitment to "strengthening our living, learning, and working environment by recognizing and removing barriers to full participation" (GVSU DEI-AB Framework). We recognize that the ideals of Diversity, Equity, Inclusion, Accessibility, and Belonging encompass a broad set of abstract values. Emphasizing a human-centered culture of care, our department aims to foster an environment where diverse experiences, perspectives, and backgrounds are not only welcomed but are seen as integral to the work of the department. We integrate these values into our curriculum, research, and community engagement, ensuring that every member feels valued, heard, and empowered.

I. DEI-AB Goals and Outcomes

Goal 1: Enhance the Department of Political Science's capacity to foster an inclusive and equitable learning environment by equipping faculty with the skills and knowledge necessary for teaching practices promoting DEI-AB values.

1a. Objectives:

Increase faculty participation in DEI-AB themed professional development workshops by the end of the 2024-2025 academic year.

Implement specific inclusive teaching strategies in courses offered by the department by the end of the 2024-2025 academic year.

1b. Professional Development Activities

Faculty will complete either

- 1) a workshop via the Pew Faculty Teaching and Learning Center Inclusive Excellence series, such as the 20 Minute Mentor Commons Inclusive Excellence Online Workshop via the; or
- 2) the Teaching & Learning in the Diverse Classroom course from EdX; or
- 3) any other professional development activity that supports at least one of the DEI-AB values

Faculty will meet in clusters based on courses or similar subject matter to discuss individual course reflections and identify specific ways in which the course content and delivery can be amended to include inclusive practices.

Goal 2: Develop and implement inclusive syllabus designs across all courses, incorporating diverse authorships and perspectives to reflect a broad range of experiences and viewpoints, enriching the curriculum.

2a. Objectives

Review course syllabuses for areas of review and potential revision in at least one of the values of Diversity, Equity, Inclusion, Accessibility, and Belonging.

2b. Professional Development Activities

Faculty will complete a webinar available from the American Political Science Association, '[Building an Inclusive Syllabus](#)', and review supplementary articles available from the association's [Educate](#) web portal.

Faculty will meet in a course or subject cluster to identify and share opportunities for revision. These collaborative meetings aim to ensure that syllabuses reflect diverse authorships and perspectives, fostering a more inclusive curriculum.

Goal 3: Empower Professional Support Staff to develop and enhance skills in fostering a workplace culture that prioritizes Diversity, Equity, Inclusion, Accessibility, and Belonging.

3a. Objectives

Professional support staff participate in a workshop through a professional association to support the department's culture of equity, inclusion, and belonging.

3b. Professional Development Activities

Professional Support Staff will complete DEI training through one of the following workshops, professional associations, or another reflecting similar themes:

[NASPA Student Affairs Administrators in Higher Education](#)

[Academic Impressions Inclusive Leadership Certification Program](#)
[NASPA Racial Equity and Social Change Conference](#)
[AACU Conference on Diversity Equity and Student Success](#)

II. Strategies

- a. Encourage Participation: Offer incentives for faculty participation in DEI-AB activities and application of inclusive teaching practices and syllabus revisions.
- b. Individual reflection: Encourage faculty to reflect on the completion of DEI-AB activities in their annual Faculty Workload Report
- b. Collaborative Reflection: Facilitate group reflection sessions for sharing experiences in implementing inclusive teaching strategies and syllabus revisions.
- c. Curriculum Review: Review course syllabuses to identify integration opportunities for DEI-AB values

III. Metrics

Percentage of faculty participating in DEI-AB workshops, cluster meetings, and syllabi revision sessions.

Number of courses with reviewed or revised syllabuses, assignments, and other course materials, to support DEI-AB values.

Qualitative Feedback from faculty and students on the inclusivity of course content and teaching practices.

Participation and reflection on conference experience from Professional Support Staff

IV. Timeline

Fall 2024: Organize course clusters and identify workshops; begin curriculum audit. Implement inclusive teaching strategies; conduct syllabi revision sessions.

Winter 2025: Continue support for inclusive teaching and syllabi development; gather feedback.

Spring 2025: Final evaluation; prepare and submit the assessment report.