DEI-AB Professional Development Plan for Department of Psychology
2024–2025 Academic Year

1. DEI-AB Goal(s)/Outcome(s)

The Department of Psychology is committed to implementing research-informed methods to decrease structural and individual sources of discrimination where they occur in our department, and to facilitate equity, belonging, and well-being among students, faculty, and staff from marginalized communities (e.g., first-generation college students; students from minoritized racial and ethnic groups; students with fewer economic resources; LGBTQIA+ students; autistic and other neurodiverse students). The goal is to develop a gradual culture of a a self-healing community within the department where faculty are supported to grow into agents of culture change through a practice of self-exploration and self-critique combined with a willingness to learn from others in all of their activities with students, staff and each other.

2. Objectives

In the service of strengthening a culture of equity and inclusion in the Department of Psychology, we will pursue the following objectives in 2024-2025:
1) Faculty will engage in department-wide and individual or small-group professional development opportunities throughout the academic year
2) Faculty will create workgroups to assess departmental policies and practices for unintentional bias and amend policies or practices to increase equity
3) Departmental DEI-AB committee members will support faculty to evaluate the impact of DEI-AB projects and practices on students, faculty, and staff. This evaluation process will align with the College and University initiatives around culture change, belonging, and retention of minoritized students, staff, and faculty
4) Departmental DEI-AB committee members will create and maintain a system for sharing internally- and externally-generated DEI-AB resources (e.g., sample syllabus language)

3. Strategies

The Department of Psychology will employ several strategies in pursuit of our DEI-AB goals and objectives. Members of the Psychology DEI-AB committee selected these strategies in light of data suggesting that many DEI trainings lack research support (e.g., Devine & Ash, 2022) and may have potential to increase bias (e.g., Legault, Gutsell, & Inzlicht, 2011). Faculty plan to gather qualitative as well as quantitative data to help detect and interpret positive or negative changes in climate that co-occur with these strategies.
1) The Psychology Department has hired Dr. William Cox to deliver a research-informed, 3-hour training to all faculty and staff on techniques for reducing habitual bias (Cox, 2023; Devine, Forscher, Austin, & Cox, 2012). This training will take place during our initial Psychology Department start-up meeting for the 2024-2025 academic year. The DEI-AB committee will lead a total of three

follow-up events during regularly scheduled department meetings to discuss applications from the training and to support ongoing faculty engagement with implementation of anti-bias strategies. For example, we plan to facilitate one or more events using the [World Cafe model](#) for group dialogue. One of our Departmental DEI-AB committee members (Dr. Gwenden Dueker) has previous training on Cafe implementation, and she has agreed to lead this process.

2) Early next year, new members will be invited to join the Psychology Department DEI-AB committee. This strategy is important based on departmental survey results in which some faculty expressed their wish to see a variety of contributors to the DEI-AB committee over time.

3) The DEI-AB committee will coordinate a series of professional development options throughout the 2024-25 year that Psychology faculty and staff can choose to continue their learning and to apply their knowledge and skills (e.g., proposing new policies or processes; developing and sharing resources for integrating DEI-AB practices in the classroom).

4) The Psychology DEI-AB Committee has requested to create a Community Belonging Space for students, faculty, and staff on the 1st floor of Au Sable Hall. This space could serve the objectives and ultimate goal of this proposal by offering an informal, inviting place for people to drop-in and get to know departmental volunteers (e.g., DEI-AB Committee members), to reflect on recent experiences at GVSU, or to simply feel welcomed to take a break and build connections with other students.

4. Professional Development Activities

In addition to the department-wide training with Dr. William Cox in August, Faculty will choose from an online menu of professional development activities available on the psychology website throughout the academic year. The menu will be constructed to include a variety of formats (e.g., virtual, self-study) and topics, maximizing faculty engagement in DEI-AB work that is most meaningful and feasible from their perspective. For example, the initial iteration of the menu includes:

A. Attend and discuss events in the Minds That Matter series through FTLC
B. Participate in workshops facilitated by Inclusion and Equity Institute for Lakers
C. Watch and discuss content from National Center for Faculty Development and Diversity (NCFDD)
D. Explore and discuss themed podcasts or resources on high-interest topics among faculty (e.g., serving LGBTQIA+ students well; serving 1st generation college students well)
E. Departmental book discussion (e.g., Yoshini and Glasgow's *Say the Right Thing*; Zheng's *Reconstructing DEI*)
F. Resource-sharing and discussion (e.g., American Council on Education's *Equity-Minded Faculty Workload* resource)
G. Workgroups of faculty/staff to identify and implement strategies to support first-generation, low SES and minoritized Psychology students
   ● Workgroups may adopt project-based / hands-on or study and discussion-based strategies for advancing DEI-AB

- These groups may include faculty and staff who are participating in the Gardner Initiative and Psy 101 Student Learning Assistant initiative

5. **Reflection on Learning**

The Department of Psychology plans to hold a department-wide summit in Winter 2025 to discuss preliminary results of this DEI-AB plan and to reflect on progress toward our goal of implementing research-informed methods to decrease structural and individual biases where they occur in our department so we can create a more equitable and empowering environment for all students, faculty, and staff. We will use observations, data, and resources shared at the summit to iterate and improve upon department-wide and faculty-nominated projects and learning opportunities for 2025-2026.

6. **Timeline**

To summarize, the Department of Psychology proposes to implement this plan according to the following approximate timeline.
- *August 22, 2024*: We will bring in Dr. William Cox to deliver an evidence-based training on techniques for reducing bias (3-hour training; all faculty and staff). This training will take place during our initial Psychology Department start-up meeting. (Full Department)
- *September 2024*: New members will be invited to join the Psychology Department DEI-AB committee.
- *November 2024:* Faculty and staff meet for initial reflection on training and discussion of professional development options. This meeting format will follow the World Cafe model for group discourse. (Full Department)
- *September 2024 – April 2025*: The DEI committee will coordinate a series of professional development options throughout the 2024-25 year that Psychology faculty and staff can choose to participate in.
- *April 2025:* Departmental DEI-AB Summit to reflect on progress toward our goal in the preceding year, plan for extension/dissemination of promising projects or resources, and make data-informed revisions to this DEI-AB plan for the subsequent year.
- *May 2025:* DEI-AB Committee members compile findings from reflection and evaluation processes, circulate draft report to faculty for additional input, and submit final report to CLAS DEI-AB leadership.

References

Cox, W. T. L. (2023). Developing scientifically validated bias and diversity trainings that work: Empowering agents of change to reduce bias, create inclusion, and promote equity. *Management Decision*, *61*(4), 1038-1061.

Devine, P. G., & Ash, T. L. (2022). Diversity training goals, limitations, and promise: A review of the multidisciplinary literature. *Annual Review of Psychology*, *73*, 403-429.

Devine, P. G., Forscher, P. S., Austin, A. J., & Cox, W. T. (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. *Journal of Experimental Social Psychology*, *48*(6), 1267-1278.

Legault, L., Gutsell, J. N., & Inzlicht, M. (2011). Ironic effects of antiprejudice messages: How motivational interventions can reduce (but also increase) prejudice. *Psychological Science*, *22*(12), 1472-1477.