

DEI-AB Professional Development Plan for Tutoring and Reading Center

2024–2025 Academic Year

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

Given that our professional team is small—three AP, one PSS, one GA—we are focusing on creating a wider DEI-AB goal for the Tutoring and Reading Center that includes both the students we employ and the students we serve.

As a team, we have the following short-term goals:

- Increase the diversity of students employed in the Tutoring and Reading Center and SLA programs to be more representative of our student body through intentional outreach and hiring
- Increase the sense of belonging for students and staff through trauma and resilience communication training
- Increase access to our services for all students through combined and individual professional development programming

2. Objectives

- Create and implement a hiring plan that is inclusive and equitable to increase the number of tutors and facilitators who are Black Indigenous People of Color, neurodiverse, and LGBTQIA+
- Require all professional staff and incentivize all tutors and facilitators employed in the Tutoring and Reading Center to attend the two-hour “Understanding Trauma and Practicing Resilience” training delivered by Gwenden Dueker, professor of Psychology
- Incentivize AP and PSS staff to participate in at least one DEI-AB focused professional development opportunity per year of their choice and present what they learned during a staff meeting

3. Strategies

The Tutoring and Reading Center will research and adopt best practices for attracting and hiring diverse staff, incentivize training for tutors and facilitators by paying them their hourly rate for their participation, and incentivize professional staff by providing opportunities to create new initiatives in the TRC based on their DEI-AB interests.

4. Professional Development Activities

- All professional team members will be required to review the Department of Student Affairs’ [Building Inclusive Workforce Toolkit](#)
 - While we are not in the Department of Student Affairs, the module includes information that is applicable in our department

- Intentional hiring outreach will be done to affinity groups and social justice centers on campus to ensure historically marginalized groups are aware of tutoring positions and the benefits of becoming a tutor
- *Understanding Trauma and Practicing Resilience* Training by Gwenden Dueker

Presentation Length: 2 hours

Optimal Scheduling time: 2-3 hours

This training has three components. Part 1 covers the biological mechanisms by which experiences and trauma affect human development. Part 2 introduces the concept of Adverse Childhood Experiences (ACEs) and provides data about the frequency of ACEs and the later health outcomes associated with exposure to childhood trauma. Part 3 introduces a multilevel model of resilience and discussion of personal, relational and community-level interventions to support positive outcomes for all people.

By the end of the session, participants should be familiar with:

- the mechanisms by which experiences affect human development including neurodevelopment & epigenetics
- the concept of Adverse Childhood Experiences (ACEs) and local and national data about the prevalence of ACEs/trauma exposure
- the dose-response relationship between ACEs and later health and social outcomes
- a multilevel model of resilience
- personal, relational, and community-level interventions to support positive outcomes for folks who have experienced trauma
- Staff can choose their additional DEI-AB professional development through Academic Impressions, participation in an FLC, the [Diversity and Resiliency Institute of El Paso](#) (free and low cost DEI-AB trainings and resources), the GVSU Inclusion and Equity Institute, or another approved resource

5. Metrics

What metrics will be used to assess our progress toward achieving our goal? Tutor and tutee survey results?

- Diversity of hiring: demographic data assessment of tutors and SLA facilitators each year, including race, sex, ethnicity, sexual orientation, and gender identity
- Inclusion of questions on tutee and tutor surveys concerning their experience in the Tutoring and Reading Center, including the cultural and emotional competence of our administration and tutoring staff
- An informal presentation to professional staff including key takeaways and plans for implementation, where applicable, from independent DEI-AB professional development

6. Timeline

- Spring/Summer 2024
 - Staff participation in [Building Inclusive Workforce Toolkit](#)
 - Schedule *Understanding Trauma and Practicing Resilience* Training
- Fall 2024

- Facilitation of *Understanding Trauma and Practicing Resilience*
 - Required professional staff debriefing
- Fall 2024/Winter 2025
 - Throughout the academic year, each team member will complete one DEI-AB professional development activity and present/pitch to the team before the end of the academic year
 - Planning and implementation of changes to occur immediately or be earmarked for Spring/Summer 2025