

Taskforce 5 Recommendations: Create an Inclusive Culture through Training

IMMEDIATE TERM

Add to Faculty Workload Report (FWR) templates a reflection field on DEI learning and development similar to what appears about collegiality in the Faculty Handbook.

Sponsor: Dwayne Tunstall

- Description: Add a DEI field in the reflection section of the FWR so that regular faculty and any contingent faculty member who is expected to complete the FWR can reflect on their DEI learning/professional development and, if applicable, their DEI work. Add language to the Faculty Handbook concerning the importance of DEI learning.
- Rationale: Adding a DEI field to the reflection section of FWRs would allow regular faculty and any contingent faculty member who is expected to use the FWR to reflect on their DEI-AB work and DEI-AB related professional development activities. It would also allow them to report on their DEI-AB work and learning/professional development activities to their colleagues, unit heads, and deans. Adding language concerning DEI learning in the Faculty Handbook would strengthen the importance of DEI work and DEI learning for regular faculty.
- Data and research that support the recommendations.
 - Adrianna Kezar. 2018. *How Colleges Change: Understanding, Leading, and Enacting Change*. 2nd ed. New York, NY: Routledge. Chapters 4–8 [These chapters from *How Colleges Change* inform how our committee thinks about the change involved in implementing this recommendation.]
 - Adrianna Kezar, Elizabeth Holcombe, Darsella Vigil, and Jude Paul Mathias Dizon. 2021. *Shared Equity Leadership: Making Equity Everyone's Work*. Washington, DC: American Council on Education; Los Angeles: University of Southern California, Pullias Center for Higher Education.
 - Adrianna Kezar, Elizabeth Holcombe, and Darsella Vigil. 2022. *Shared Responsibility Means Shared Accountability: Rethinking Accountability Within Shared Equity Leadership*. Washington, DC: American Council on Education; Los Angeles: University of Southern California, Pullias Center for Higher Education.
 - Elizabeth Holcombe, Jordan Harper, Natsumi Ueda, Adrianna Kezar, Jude Paul Matias Dizon, and Darsella Vigil. 2023. *Shared Responsibility Means Shared Accountability: Rethinking Accountability Within Shared Equity Leadership*. Washington, DC: American Council on Education; Los Angeles: University of Southern California, Pullias Center for Higher Education.
- Expected Outcomes: More regular faculty and other faculty who complete FWRs will engage in more DEI professional development activities (e.g., attending workshops facilitated by the Inclusion and Equity Institute) than they currently do within a year of this recommendation being implemented. It will also remind faculty to identify specific DEI professional development activities as fitting the Diversity/Inclusion University Reporting Attribute on their FWRs.
- Comprehensive plan outlining the steps to implement the recommendations.

- This recommendation will need to be proposed to the Executive Committee of the Senate (ECS) in writing for their consideration. The easiest way to propose this recommendation to the ECS is to write a memo.
 - Someone will need to write the memo (most likely Dwayne Tunstall, with the assistance of Ed Ed Aboufadel and anyone else who would like to assist him).
 - Before someone can present the recommendation to the ECS, they will need to make a request to speak before the ECS. They will make the request to the ECS chair.
 - Once the ECS receives the memo and approves the request to present the recommendation, whoever has agreed to present it will be invited to speak at an ECS meeting.
- On the scheduled meeting date, whoever has been invited to present will speak before the ECS. That person will be expected to answer questions about the recommendation from the ECS membership.
- The ECS will likely have the Equality and Inclusion Committee (EIC) review the memo and offer their feedback on it. Since the implementation of this recommendation will require changes to the subsection on Faculty Workload Reports in the Faculty Handbook and the addition of a section on DEI learning to the Faculty Handbook, the memo will also be reviewed by the Faculty Personnel Policy Committee (FPPC).
- Once the EIC and FPPC have offered their feedback on the recommendation, they will offer their recommendations to the ECS. The ECS will then vote on whether to recommend that the University Academic Senate (UAS) approve the recommendation.
 - If the ECS recommends that the UAS approve this recommendation, then they will add it to the agenda of a UAS meeting.
 - If the ECS recommends that the memo be revised based on the EIC's and FPPC's feedback, then the memo will need to be revised before it is considered again by the ECS.
 - If the ECS declines to consider the recommendation, then it will need to be revised. The revised recommendation will begin at step 1 – namely, writing a memo for the ECS's consideration.
- The UAS will consider the recommendation.
 - If the UAS approves the ECS's recommendation, then the UAS Chair will send a memo to the Acting Provost for her consideration.
 - If the UAS rejects the ECS's recommendation, then the recommendation can be revised and reconsidered by the UAS.
 - If the UAS rejects the ECS's recommendation and the opposition to it appears to be insurmountable, it may not be pursued any further.
- If the Acting Provost accepts the UAS recommendation to add a DEI field to the FWR and language to the Faculty Handbook, then it will be voted on at the next Board of Trustees (BoT) meeting. If the BoT approves the recommendation, then it can be implemented the following academic year.

- Resources Needed: Time for someone to write the memo and attend the ECS and UAS meetings.
- Implementation Steps: Faculty will be asked to complete the DEI learning field in the Reflection section of their FWRs after that field is added to the FWR templates. The language on the importance of DEI learning can be used by program coordinators, unit heads, and deans to encourage the regular faculty they supervise to complete the field. Unit heads and program coordinators and unit heads can encourage contingent faculty who complete FWRs to fill in the DEI learning field in the Reflections section of their FWRs.
- Timeline (ideal):
 - Fall 2024 – Dwayne Tunstall will write the memo. If needed, he will ask the ECS Chair, Courtney Karasinski, to present the recommendation at an ECS meeting. He will present the recommendation and answer questions about it. EIC and FPPC will be tasked to review the recommendation and offer their recommendation to the ECS.
 - Winter 2025 – The ECS will vote on the recommendation. If the ECS approves the recommendation, it will be added to the agenda of a UAS meeting. If the recommendation is approved by the UAS, a memo will be sent to the Acting Provost. The Acting Provost approves the recommendation.
 - Spring/Summer 2025: BoT will vote on the recommendation.
 - Fall 2025: If the BoT approves the recommendation, then the proposed changes to the FWR and Regular Faculty Handbook will be implemented for the 2025-2026 academic year.
- Plan to evaluate the success of the recommendations.
 - Collect the following data:
 - The percentage of regular faculty who report that they have engaged in one or more activities with the Diversity/Inclusion University Reporting Attribute before and after the recommendation is implemented.
 - The number of academic units that add DEI learning as an explicit part of their faculty personnel processes (e.g., regular faculty annual evaluations, unit-level standards for contract renewal, tenure, and promotion of regular faculty) before and after the recommendation is implemented.
 - Once the data has been collected, compare the percentages of regular faculty who report engaging in one or more activities with the Diversity/Inclusion University Reporting Attribute before and after the recommendation is implemented. Success would involve the percentages increasing after the DEI field is added to the FWR.
 - Once the data has been collected, compare the number of academic units that had DEI learning as an explicit part of their faculty personnel processes (e.g., regular faculty annual evaluations, unit-level standards for contract renewal, tenure, and promotion of regular faculty) before the recommendation was implemented with the number of them that add DEI learning as an explicit part of their faculty personnel standards after the recommendation was implemented. Success would involve an increase in the number of academic units that have DEI learning as an explicit part of their faculty personnel processes.

- Establish a baseline for the percentage of regular faculty who reflect on DEI learning on the DEI field on their FWRs during the first year of implementation. Compare the percentage of regular faculty who complete the DEI field during the baseline year with subsequent years. Success would involve an increase in the percentage of regular faculty who engage in DEI learning activities and reflect on them in their FWRs.
- Another sign of success would be more faculty reporting that they are applying DEI learning to their teaching from year to year. More specifically, success would involve an increasing number of faculty reporting that they are revising their syllabi to be more inclusive and accessible and redesigning their classroom activities and assessments to be more culturally relevant for students, especially for racially and ethnically minoritized students and sexual minority students.

Change the current use of university competencies (for staff). Right now, people pick two competencies per year. Moving forward, have folks evaluated on all 8 competencies each year. This is not onerous and would make certain that “fosters an inclusive and equitable community” is one of them that is measured.

Sponsor: Marlene Kowalski-Braun

- Description: Detailed explanation of the recommendation.
- Rationale: Why this recommendation is being made.
- Data and research that support the recommendations.
- Expected Outcomes: What is expected to be achieved.
- Comprehensive plan outlining the steps to implement the recommendations.
- Resources Needed: Financial, human, and other resources required.
- Implementation Steps: Step-by-step plan to implement the recommendation.
- Timeline: Estimated timeline for implementation.
- Plan to evaluate the success of the recommendations.

Get more of the DEI learning and development offerings certified for SCECHs & CEUs.

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- Plan to evaluate the success of the recommendations.

Strengthen the student engagement cohort concept that is connected to the work of the Activation and Accountability Leadership Team (AALT).

Sponsor: Gwenden Deuker & Anna Obi

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- Plan to evaluate the success of the recommendations.

Require DEI training for student employees across campus.

Sponsor: Marlene Kowalski-Braun

- Description: Detailed explanation of the recommendation.
- Rationale: Why this recommendation is being made.
- Data and research that support the recommendations.
- Expected Outcomes: What is expected to be achieved.
- Comprehensive plan outlining the steps to implement the recommendations.
 - Workday Learn as potential for maintaining learning & development requirements, offerings, delivery, and tracking for GV student employees
- Resources Needed: Financial, human, and other resources required.
- Implementation Steps: Step-by-step plan to implement the recommendation.
- Timeline: Estimated timeline for implementation.
- Plan to evaluate the success of the recommendations.

MEDIUM TERM

Have each college create a DEI position (i.e. use the job description for Dwayne Tunstall out of CLAS, as example) OR formalize commitments for how this will be accounted for in the college (what does accountability look like?)

Sponsor: Ed Aboufadel

- Description: Detailed explanation of the recommendation.
- Rationale: Why this recommendation is being made.
- Data and research that support the recommendations.
- Expected Outcomes: What is expected to be achieved.
- Comprehensive plan outlining the steps to implement the recommendations.
- Resources Needed: Financial, human, and other resources required.
- Implementation Steps: Step-by-step plan to implement the recommendation.
- Timeline: Estimated timeline for implementation.
- Plan to evaluate the success of the recommendations.

Create a “New Adjunct Faculty” orientation. Investing in them connects to the quality of the classroom experience for our first and second-year students (i.e. there are approximately 845 adjuncts this year, 274 of them teach at the 100 level)

Sponsor: Christine Rener

- Description: Detailed explanation of the recommendation.

- Rationale: Why this recommendation is being made.
- Data and research that support the recommendations.
 - As of AY 23-24, about a ⅓ of 100-level courses at GVSU are instructed by adjuncts
- Expected Outcomes: What is expected to be achieved.
- Comprehensive plan outlining the steps to implement the recommendations.
- Resources Needed: Financial, human, and other resources required.
- Implementation Steps: Step-by-step plan to implement the recommendation.
- Timeline: Estimated timeline for implementation.
- Plan to evaluate the success of the recommendations.

Create a mandatory DEI 101 training that is part of new employee onboarding and track participation. This is a way to get everyone familiar with language, strategic priorities, vision and values for the work and expectations. It is not everything, but it is foundational and suggests the importance of this work.

Sponsor: Marlene Kowalski-Braun

- Description: Detailed explanation of the recommendation.
- Rationale: Why this recommendation is being made.
- Data and research that support the recommendations.
- Expected Outcomes: What is expected to be achieved.
- Comprehensive plan outlining the steps to implement the recommendations.
- Resources Needed: Financial, human, and other resources required.
- Implementation Steps: Step-by-step plan to implement the recommendation.
 - Workday Learning platform for maintaining learning & development requirements, offerings, delivery, and tracking for GV employees
- Timeline: Estimated timeline for implementation.
- Plan to evaluate the success of the recommendations.

Create a system in which supervisors are expected to engage in required learning and development based on a certain number of hours each year. These are critical roles that hold power and have the ability to greatly shape the employee experience and the institution.

Sponsor: Marlene Kowalski-Braun

- Description: Detailed explanation of the recommendation.
- Rationale: Why this recommendation is being made.
- Data and research that support the recommendations.
- Expected Outcomes: What is expected to be achieved.
- Comprehensive plan outlining the steps to implement the recommendations.
- Resources Needed: Financial, human, and other resources required.
- Implementation Steps: Step-by-step plan to implement the recommendation.
- Timeline: Estimated timeline for implementation.
- Plan to evaluate the success of the recommendations.

Faculty recommendation on implicit bias training “for unit heads and for evaluators in personnel review processes” (as recommended by faculty governance during 2023-24; the memo from UAS has more details.)

Sponsor: Alisha Davis

- Description: Detailed explanation of the recommendation.
- Rationale: Why this recommendation is being made.
- Data and research that support the recommendations.
- Expected Outcomes: What is expected to be achieved.
- Comprehensive plan outlining the steps to implement the recommendations.
- Resources Needed: Financial, human, and other resources required.
- Implementation Steps: Step-by-step plan to implement the recommendation.
- Timeline: Estimated timeline for implementation.
- Plan to evaluate the success of the recommendations.

LONG TERM

Prioritize having tenure-track faculty teaching first-year courses.

Create an ongoing scholars/fellowship course series for students, faculty and staff to engage in deep learning about Inclusion and equity and to apply that knowledge to the GVSU community/system.

Sponsor: Gwenden Dueker

Description: Detailed explanation of the recommendation.

- Two course series co-taught by faculty fellows with expertise in DEIAB scholarship, inclusive pedagogy and/or program evaluation
- Students: 60% GVSU students; 40% GVSU Faculty & Staff
- Semester 1: Evidence-based DEIAB content learning culminating in proposals for activities to increase inclusion in GVSU community and how to document impact.
- Semester 2: Students: Paid internship opportunity to support proposal implementation and serve as co-consults with faculty/staff
- Rationale: Why this recommendation is being made.
 - GVSU culture needs to shift towards inclusion being the norm and that will require a long-term investment in increasing expertise around DEIAB and supporting institutional and individual behavior changes. That is what this proposed series of courses is designed to do.
- Data and research that support the recommendations.
 - Effective DEIAB interventions require both educational/curricular materials and a supportive institutional environment conducive to DEIAB learning (Corsino & Fuller, 2021; Onyeador et al., 2021). This proposal addresses both of these aspects by creating an ongoing curricular process whereby GVSU community

members learn about DEIAB and then directly apply that learning to creating a more supportive GVSU environment.

- A recent review of DEIAB programs and efficacy (Wang, et al., 2024) made four evidence-based practice recommendations: 1. Trainings should be longitudinal rather than one-time events; 2. Training curriculum should move beyond the individual level and foster skills for individuals to identify and address institution and systems level issues; 3. Trainings should focus on teaching skills and behaviors rather than focusing only on knowledge and attitude; and, 4. Trainings and evaluation should use validated measures when available. This proposal already meets recommendations 1-3 and recommendation 4 will be considered in creating the evaluation plan.
- DEIAB trainings that engage individuals as active participants in change are more effective than trainings that try to make people change (Cox, 2022). The proposal aspect of the semester 1 class and the internship/application semester 2 component are specifically designed to activate individual agency among GVSU community members.
- In a recent comparison between outcomes of DEIAB workshop attendees and workshop attendees who then met in caucus groups in their organizations over time to discuss their learning, while both groups increased in knowledge, the participants who had the opportunity to caucus and reflect with peers reported learning skills and having made specific behavior changes (McCarter et al., 2023). The proposed format of this course sequence allows for time for caucusing and reflection and the proposal enactment (second semester) supports behavior change.
- (Ample need at GVSU has already been established.)

References

- Corsino, L., & Fuller, A. T. (2021). Educating for diversity, equity, and inclusion: A review of commonly used educational approaches. *Journal of clinical and translational science*, 5(1), e169. <https://doi.org/10.1017/cts.2021.834>
- Cox, W. T. (2022). 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. <https://doi.org/10.1108/md-06-2021-0839>
- McCarter, S. A., Wilson, M. L., & Anderson, D. (2023). Evidence-based strategies to improve the effectiveness of diversity, equity, and inclusion training. *Journal of Ethnic & Cultural Diversity in Social Work*, 1–13. <https://doi.org/10.1080/15313204.2023.2210850>
- Onyeador, I. N., Hudson, S. T., & Lewis, N. A. (2021). Moving beyond implicit bias training: Policy insights for increasing organizational diversity. *Policy Insights from the Behavioral and Brain Sciences*, 8(1), 19–26. <https://doi.org/10.1177/2372732220983840>
- Wang, M. L., Gomes, A., Rosa, M., Copeland, P., & Santana, V. J. (2023). A systematic review of Diversity, equity, and inclusion and antiracism training

studies: Findings and future directions. *Translational Behavioral Medicine*, 14(3), 156–171. <https://doi.org/10.1093/tbm/ibad061>

- Note: This is not a comprehensive review of all of the relevant literature. Part of the work of the planning group will be identifying evidence-based practices and creating evidence based rationales for the decisions made in designing the final two-course sequence.
- Expected Outcomes: What is expected to be achieved.
 - Increased depth of evidence-based knowledge about DEIAB among GVSU Community members.
 - Clear, visible commitment of support for DEIAB learning by University
 - Chance to capitalize on what GVSU does best - TEACH (and learn) applied to DEIAB issues
 - Two new courses.
 - Increased opportunities for student Internship experience.
 - Increased inclusion across all GVSU community members and groups
- Comprehensive plan outlining the steps to implement the recommendations.
 - Still in process, needs dedicated faculty/staff time and collaboration with many offices (e.g. FTLC, IEI, etc.)
- Resources Needed: Financial, human, and other resources required.
 - Support for development of the course (task force? learning community?)
 - Two faculty to co-teach course
 - Potential scholarship/fellowship grants for students who participate in course
 - Faculty and staff time/compensation for participating in the course
 - Implementation money to support second semester application of semester 1 proposals
- Implementation Steps: Step-by-step plan to implement the recommendation.
 - Immediate: Creation of planning group to identify instructors, materials and objectives for the course
 - Medium term: Pilot the course as special topics classes with one cohort (35 participants?) then evaluate pilot outcomes and revise accordingly
 - Long-term: Create permanent courses and badge for the program.
- Timeline: Estimated timeline for implementation.
 - Fall 2024: Creation of group to identify instructors, materials and objectives for the course
 - AY 2024/2025 Pilot the courses as special topics classes with one cohort (35 participants?) then evaluate pilot outcomes and revise accordingly
 - Long-term: Create permanent courses and badge for the program.
- Plan to evaluate the success of the recommendations.
 - Evaluation would happen at multiple levels over time:
 - Overall, we can track the proportion of faculty and staff who have completed the courses and at large scale climate surveys for shifts over time.
 - We will gather qualitative and quantitative information from participants and instructors.

- We will gather data about the impacts of the specific, enacted proposals that rise from each cohort.

What are these? Didn't want to lose them if we want to do something with them...

- StrongStart Teaching Institute
 - Is an offering through FTLC for faculty. The Strong Start Teaching institute focuses faculty attention on best practices for engaging students in first year undergraduate courses.
 - Preference given to adjunct, affiliate and visiting faculty
- Accountability through faculty fellows program
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- Position description

Update annual review language to reflect the importance of inclusion and equity.