Task Force Proposal

Task Force Name: Enhancing accountability for classroom culture and climate
Task Force Leads: Breezy Rusher (Student), Leifa Mayers (Faculty)
Date: July 24, 2024

Executive Summary

- **Introduction:**
  - **Brief overview of the task force's objectives.**
    - Objective 1: Create an accountability system or practices in places that promote positive cultural and climate experiences within the classroom/instructional spaces.
    - Objective 2: Create formal safe space for students to give direct feedback to faculty about concerns related to classroom climate and culture.
  - **Summary of the key recommendations.**
    - Enhance our current accountability system (Evaluations) by including questions related to culturally responsive teaching practices, as well as promote top down approaches that would encourage the preventive practices in the classroom as well as the campus climate.
- **Goals:**
  - Measure amount of discrimination and inclusion about equally within GVSU instructional spaces.
  - Provide clear data to help inform decision making around promotion or other evaluation benefits that faculty.
  - Supply faculty with clear and equitable metrics to improve their teaching that is not deeply arbitrary to whether students like or dislike their professor.
  - Create a space where students may voice their concerns about discrimination and inclusivity and the progression and decline of that over the course of a semester.

Recommendation 1: Include Culturally Responsive questions on the Mid Semester & LIFT Survey.

- **Description:**
  - We members of task force 6 recommend that Grand Valley State University pilots the ideas of a mid semester survey followed by if approved by FPPC a Updated LIFT evaluation survey that would ask students in designated classes that are across all of Grand Valley's academic colleges to evaluate their professor cultural responsive teaching practices. With the mid semester version be a formative assessment so that the faculty may actually learn more about their students cultural needs before the semesters is done and so that anyone evaluating can also look at the growth or decline of the faculty member.
- **Rationale:**
  - Students have found or felt and shared that many professors do not pay attention to or know how to interact with students of the global majority or nonwhite students within their classroom leading to negative experiences in the educational spaces such as: Microaggression, Under representation and inversely tokenism.
- **Data and research that support the recommendations**
  - **Supports for Mid Semester Survey**
    - Diamond (2004): Structured mid-term feedback acts as a catalyst for change in higher education classes, suggesting that such feedback mechanisms can significantly improve teaching practices.
    - Abbott et al. (1990): Student satisfaction with the process of collecting opinions about instruction indicates that students value opportunities to provide feedback, which can enhance their learning experience.
    - Finelli et al. (2008): Utilizing instructional consultations can enhance the teaching performance of faculty, indicating that mid-semester feedback can lead to meaningful improvements in teaching.
  - **Supports for using Culturally Responsive Teaching Frameworks**
    - Bazini, E. (2022): Creating a culturally responsive learning environment where all students feel safe and valued encourages participation and community building. This sense of community is crucial for fostering belonging among students from diverse backgrounds. As well CRT helps educators recognize and address their own biases, creating a more inclusive and equitable classroom environment. This approach is particularly important for Black students and other BIPOC identities who often face

microaggressions and underrepresentation. The implementation of CRT can bridge the opportunity gap and provide equitable opportunities for success.
- **National Centers(2024):** Moving from a deficit mindset to a strength-based, culturally responsive mindset helps educators create high-quality learning environments that recognize and celebrate the diversity of students. This shift is particularly beneficial for African American boys, as it promotes their strengths and supports their development and school success.
- **Expected Outcomes:**
  - **Outcome 1:** We will gather a better understanding of how many negative and positives cultural experiences occur within the academic learning environment for grand valley students.
  - **Outcome 2:** We will see a positive increased feeling of belonging for students from mid to end of semesters time.
  - **Outcome 3:** Faculty will feel a more positive relation as well better prepared to interact with diverse marginalized populations or people of the global majority.
- **Comprehensive plan outlining the steps to implement the recommendations.**
  -

Phase 1: Building the Survey	In this phase we will refine the language of the questions we hope to ask as well decide and build the structures and format the survey for where it will be housed and deliver.
Phase 2: Pilot Midterm Survey and Collect Data	In this phase we will be sending/crafting reminder emails to students and inform campus staff about the pilot to make sure students are filling out surveys.
Phase 3: Interpret and Decide	Once the data been collected from the survey results we will present our results to Faculty Governance for them to decide if they would like us to run another trial or if we can proceed forward.
Phase 4: Pilot added questions to LIFT Survey (end of semester survey)	If approved by the FPPC/Faculty Senate we will then continued in this phase. We will be sending/crafting reminder emails to students and inform campus staff about the pilot to

	make sure students are filling out LIFT surveys.
Phase 5: Interpet & Collect Data	We will proceed to process data to see what trends arise and make a recommendation to do university wide pilot for the coming winter.

● **Resources Needed: Financial, human, and other resources required.**

Financial Resources

1. **Survey Development and Implementation:**
   a. Software Licensing: Costs for survey platforms for Qualtrics for designing and distributing surveys.
   b. IT Infrastructure: Budget for necessary upgrades or maintenance of the university's IT infrastructure to support survey distribution and data collection.
2. **Data Analysis Tools:**
   a. Software: Purchase of data analysis software (e.g., SPSS, NVivo) for processing and analyzing survey data or use of one we have already.

Human Resources

1. **Project Management:**
   ○ **Project Manager:** A dedicated individual to oversee the implementation of the proposal, coordinate with different departments, and ensure timelines are met.
2. **Research Team:**
   ○ **Data Analysts:** Professionals to process and analyze both quantitative and qualitative survey data.
   ○ **Survey Designers:** Experts to refine survey questions and ensure they align with the objectives.
3. **IT Support:**
   ○ **IT Specialists:** Technicians to assist with the setup and maintenance of survey distribution platforms and ensure data security.
4. **Faculty and Staff:**
   ○ **Volunteer Faculty:** Instructors willing to pilot the new surveys in their classrooms.
   ○ **Support Staff:** Administrative staff to assist with communication, scheduling, and logistics.

Other Resources

1. **Survey Platforms:**
   ○ **Software Access:** Access to robust survey platforms that allow for customization, secure data collection, and easy analysis.
2. **Communication Channels:**
   ○ **Email Systems:** Reliable email systems to send out reminders and updates to students and faculty.
   ○ **Web Portals:** University web portals or LMS (Learning Management Systems) to host surveys and provide resources.
3. **Data Security Measures:**
   ○ **Security Protocols:** Implementation of data security measures to ensure the confidentiality and integrity of survey responses.

● **Implementation Steps: Step-by-step plan to implement the recommendation.**
   ○ 1) Present Proposal Recommendation to the Senior Leadership Team (SLT).
   ○ 2) Wait for SLT approval.
   ○ 3) Refine the language of the four Likert scale questions and one qualitative question to reflect the new training that Team 5 plans to implement and the desired aspects that Team 4 aims to encourage for incoming new staff and faculty.
   ○ 4) Work with IT and volunteer faculty identified by the deans of all colleges to set up the surveys on their Blackboard classrooms for student access in the fall.
   ○ 5) Establish a research team to process the data.
   ○ 6) Send reminder emails to instructors and support staff to promote and increase student participation.
   ○ 7) Have research teams start processing qualitative data as it is collected.
   ○ 8) Once the midterm formative evaluation/survey data collection closes, process the Likert scale quantitative data.
   ○ 9) Have the research team and supervising committee of Team 6 build a presentation to present to the Faculty Personnel Policy Committee (FPPC). Share the presentation with other task force members to oversee the data results.
   ○ 10) Present to the Faculty Senate, FPPC, and AALT.
   ○ 11) Wait for Faculty Senate approval and take note of feedback from FPPC and AALT.
   ○ 12) Once approved, work with IT to update the LIFT Surveys to include the same questions from the mid-semester survey.
   ○ 13) Work with IT to implement a redaction plan to protect the identities of volunteer faculty identified by the deans from being impacted by these evaluations during the pilot semester.

- ○ 14) Send reminder emails to instructors and support staff to promote and increase student participation.
- ○ 15) Have research teams start processing qualitative data as it is collected.
- ○ 16) Once the LIFT evaluation/survey data collection closes, process the Likert scale quantitative data.
- ○ 17) Compile and present the processed data from the research team to the task force.
- ○ 18) Evaluate the quality of the initiative and decide whether expansion is the correct direction for the following year based on the outcomes and Plan to evaluate the success of the recommendations.
- ○ 19) If Task Force 6 decides to expand the practice, present and disseminate the findings to AALT, SLT, FPPC, and LIFT-MC in January 2025.
- **Timeline: Estimated timeline for implementation.**
- **Plan to evaluate the success of the recommendations.**
  - ○ **Participation rates:** Track the percentage of students completing both the mid-semester and end-of-semester surveys. Higher participation rates indicate better engagement and more representative data.
  - ○ **Comparative analysis:** Compare the results of the mid-semester and end-of-semester surveys to measure changes in faculty performance and student perceptions over time. This can help assess the effectiveness of the formative mid-semester feedback.
  - ○ **Quantitative metrics**: Develop specific questions that address cultural responsiveness, inclusion, and discrimination, using Likert scales or other quantitative measures. Track changes in these metrics over time to assess improvement.
  - ○ **Qualitative feedback analysis:** Conduct thematic analysis of open-ended responses to identify recurring themes related to cultural responsiveness, microaggressions, and inclusivity.
  - ○ I**ncident reporting:** Monitor the number and nature of reported incidents of discrimination or microaggressions before and after implementing the new evaluation system.
  - ○ **Faculty perception:** Survey faculty members to gauge their understanding of culturally responsive teaching practices and the usefulness of the feedback received determined by convo among those who volunteer to have these evaluations in their classroom and the FPPC.

Recommendation 2: Collaborate with Task force 5 to Implement DEI workshops for unit heads to enhance leadership in diversity and inclusion.

- **Description: Detailed explanation of the recommendation.**
    - The workshop aims to equip department unit heads with the knowledge, skills, and strategies to foster inclusive environments within their departments. This workshop will cover key DEI concepts such as implicit bias, inclusive leadership practices, and action planning. Participants will specifically engage in practical exercises, and peer feedback sessions to develop actionable DEI plans tailored to their departments. Furthermore the workshop seeks to enhance awareness, provide practical tools, and establish accountability mechanisms, empowering unit heads to lead by example and drive systemic change, ultimately creating a more inclusive and equitable academic community..
- **Rationale: Why this recommendation is being made.**
    - By training unit heads, the workshop will foster inclusive environments, mitigate biases, and support underrepresented groups. Furthermore due to the top-down approach integrates DEI values into the institution, improving departmental climates, increasing satisfaction and retention among diverse faculty and students, and creating a more inclusive academic community. Will address our greater goals and student concerns about inclusivity in the academic spaces.
- **Data and research that support the recommendation.**
    - Bezrukova, K., Spell, C. S., Perry, J. L., & Jehn, K. A. (2016). A meta-analytical integration of over 40 years of research on diversity training evaluation. Psychological Bulletin, 142(11), 1227-1274.
        - This meta-analysis provides evidence for the effectiveness of diversity training, especially when it's conducted over a significant period and combined with other diversity initiatives.
    - Dobbin, F., & Kalev, A. (2018). Why diversity training doesn't work: The challenge for industry and academia. Anthropology Now, 10(2), 48-55.
        - While critical of some diversity training approaches, this article emphasizes the importance of engaging leadership and creating accountability for diversity initiatives.
    - Ely, R. J., & Thomas, D. A. (2001). Cultural diversity at work: The effects of diversity perspectives on work group processes and outcomes. Administrative Science Quarterly, 46(2), 229-273.
        - This seminal work discusses how different approaches to diversity in organizations can lead to varying outcomes, emphasizing the importance of leadership in shaping these perspectives.
    - Nishii, L. H., & Mayer, D. M. (2009). Do inclusive leaders help to reduce turnover in diverse groups? The moderating role of leader–member

exchange in the diversity to turnover relationship. Journal of Applied Psychology, 94(6), 1412-1426.

- This study highlights the crucial role of inclusive leadership in retaining diverse talent and fostering inclusive environments.

○ Kalinoski, Z. T., Steele-Johnson, D., Peyton, E. J., Leas, K. A., Steinke, J., & Bowling, N. A. (2013).

- A meta-analytic evaluation of diversity training outcomes. Journal of Organizational Behavior, 34(8), 1076-1104.This meta-analysis provides evidence for the effectiveness of diversity training in improving cognitive, affective, and behavioral learning outcomes.

- **Expected Outcomes:**
  - **Outcome 1: Enhanced Leadership and Decision-Making**: Unit heads will gain a deeper understanding of DEI concepts and practical skills for fostering inclusive environments and managing diverse teams. This will result in more equitable decision-making in areas such as hiring, promotions, and resource allocation.
  - **Outcome 2: Improved Departmental Climate and Retention**: Implementing DEI training, unit heads will create more inclusive and welcoming departmental climates, leading to increased satisfaction and retention rates for underrepresented faculty and students.
  - **Outcome 3: Reduction in Discrimination and Increased Accountability**: Increased awareness and skills among unit heads will reduce incidents of bias and discrimination within departments. The workshops will also establish accountability mechanisms for DEI efforts.
  - **Outcome 4: Systemic and Measurable Institutional Change**: The top-down training approach will drive systemic DEI changes throughout the institution, integrating DEI values into departmental policies and procedures. Over time, the institution will see measurable improvements in DEI metrics, such as diversity in hiring, equitable promotion rates, and student success across demographic groups.
  - **Outcome 5: Cultural Shift and Enhanced Reputation**: Long-term implementation of DEI practices will lead to a significant cultural shift towards greater inclusivity across the entire institution, enhancing its reputation and attracting more diverse talent and students.
  -
- **Comprehensive plan outlining the steps to implement the recommendations.**

Phase 1: Planning and Development	In this phase, we will define goals and objectives for the DEI workshops, aligning them with institutional DEI strategies. Collaboration with Task Force 5 will be established to leverage their expertise, and roles and

	responsibilities will be defined. The curriculum will cover key DEI concepts, practical exercises, peer feedback, and action planning. Financial and human resources will be identified and allocated, including trainers, facilitators, and necessary materials.
Phase 2: Implementation	This phase will begin with pilot workshops for a select group of unit heads to gather feedback and refine the curriculum. Full-scale workshops will then be scheduled for all unit heads, ensuring accessibility and accommodating various schedules. Continuous support will be provided through additional sessions, resources, and mentorship, with feedback mechanisms for ongoing improvement.
Phase 3: Monitoring and Evaluation	Monitoring will involve tracking participation and collecting feedback through pre- and post-workshop surveys to assess changes in DEI understanding and leadership practices. Long-term impact assessments will evaluate the workshops' effect on departmental climates and retention rates, tracking DEI metrics such as diversity in hiring and equitable promotion rates.
Phase 4: Institutionalization and Scaling	This phase focuses on integrating DEI training into mandatory leadership programs for all unit heads, developing policies to ensure accountability for DEI efforts. The program will be expanded to include other leadership levels and administrative staff, with the curriculum regularly updated to reflect evolving DEI challenges and best

	practices.

○

- **Resources Needed: Financial, human, and other resources required.**

Financial Resources:

1. Workshop Development and Delivery:Curriculum Development:
2. Personnel:Trainers and Facilitators:
3. Ongoing Support and Follow-Up:Mentorship Programs:

Human Resources:

1. Task Force Collaboration:Task Force 4 & 5 Members:
2. Workshop Delivery:Trainers and Facilitators:
3. Support and Follow-Up:Mentors:

Other Resources:

- Materials and Technology:Training Materials:
- Venues:In-Person Workshops:
- Evaluation Tools: Surveys and Assessments:
- Communication Channels: Internal Communication:

- **Implementation Steps: Step-by-step plan to implement the recommendation.**

Step 1: Define Workshop Goals and Objectives

- Clearly articulate the goals and objectives of the DEI workshops.
- Ensure alignment with the institution's overall DEI strategy and the specific aims of Task Force 5.

Step 2: Establish Collaboration with Task Force 4 & 5

- Set up regular meetings with Task Force 5 to coordinate efforts and share resources.
- Define roles and responsibilities for each task force member in the planning and implementation process.

Step 3: Develop Workshop Curriculum

- Design a comprehensive curriculum covering key DEI concepts such as implicit bias, inclusive leadership practices, and action planning.

- Include practical exercises, case studies, and peer feedback sessions to enhance learning.
- Create materials and resources to support workshop activities.

Step 4: Secure Resources

- Identify and secure financial resources for the development and delivery of the workshops.
- Allocate human resources, including trainers, facilitators, and administrative support.
- Arrange for necessary materials, technology, and venues for the workshops.

Step 5: Pilot the Workshop

- Select a group of unit heads to participate in a pilot session of the workshop.
- Gather feedback from pilot participants to refine the curriculum and delivery methods.
- Make necessary adjustments based on pilot feedback to ensure effectiveness.

Step 6: Roll Out Workshops to All Unit Heads

- Schedule and deliver workshops for all unit heads across the institution.
- Ensure the workshops are accessible and accommodate various schedules to maximize participation.

Step 7: Provide Ongoing Support and Follow-Up

- Establish a support system for unit heads to apply what they have learned in their departments.
- Offer follow-up sessions, resources, and mentorship to reinforce workshop concepts.
- Create a feedback mechanism to continuously improve the workshops based on participant input.

Step 8: Track Participation and Engagement

- Monitor attendance and engagement levels during the workshops.
- Collect qualitative and quantitative feedback from participants to assess immediate learning outcomes.

Step 9: Measure Immediate Outcomes

- Conduct pre- and post-workshop surveys to evaluate changes in participants' understanding of DEI concepts and leadership practices.
- Analyze survey results to measure the effectiveness of the workshops in achieving their objectives.

Step 10: Assess Long-Term Impact

- Conduct longitudinal studies to evaluate the impact of the workshops on departmental climates, retention rates, and DEI-related metrics.
- Track changes in diversity in hiring, equitable promotion rates, and student success across demographic groups.

Step 11: Integrate DEI Training into Institutional Policies

- Develop policies to make DEI training a mandatory component of leadership development for all current and future unit heads.
- Establish accountability mechanisms for DEI efforts within departments to ensure sustained commitment.

Step 12: Scale and Expand the Initiative

- Based on the success of the initial workshops, expand the program to include other leadership levels and administrative staff.
- Regularly update the curriculum to reflect evolving DEI challenges and best practices.

Step 13: Report Findings and Outcomes

- Prepare detailed reports on the outcomes of the workshops and their impact on the institution.
- Present findings to key stakeholders, including the Faculty Senate, SLT, and other relevant committees.

Step 14: Disseminate Best Practices

- Share successful strategies and practices with other institutions and academic communities.
- Publish case studies and research papers to contribute to the broader field of DEI in academia.

Step 15: Foster a Cultural Shift

- Promote a long-term, consistent implementation of DEI practices to drive a significant cultural shift towards greater inclusivity across the entire institution.
- Encourage unit heads to lead by example and champion DEI initiatives within their departments.
    -
- **Timeline: Estimated timeline for implementation.**

Year 1: Planning and Initial Implementation

Step 1: Define Workshop Goals and Objectives (Months 1-2)
- Clearly articulate the goals and objectives of the DEI workshops.

- Ensure alignment with the institution's overall DEI strategy and the specific aims of Task Force 5.

Step 2: Establish Collaboration with Task Force 5 (Months 1-3)
- Set up regular meetings with Task Force 5 to coordinate efforts and share resources.
- Define roles and responsibilities for each task force member in the planning and implementation process.

Step 3: Develop Workshop Curriculum (Months 3-6)
- Design a comprehensive curriculum covering key DEI concepts such as implicit bias, inclusive leadership practices, and action planning.
- Include practical exercises, case studies, and peer feedback sessions to enhance learning.
- Create materials and resources to support workshop activities.

Step 4: Secure Resources (Months 4-6)
- Identify and secure financial resources for the development and delivery of the workshops.
- Allocate human resources, including trainers, facilitators, and administrative support.
- Arrange for necessary materials, technology, and venues for the workshops.

Step 5: Pilot the Workshop (Months 7-9)
- Select a group of unit heads to participate in a pilot session of the workshop.
- Gather feedback from pilot participants to refine the curriculum and delivery methods.
- Make necessary adjustments based on pilot feedback to ensure effectiveness.

Step 6: Roll Out Workshops to All Unit Heads (Months 10-12)
- Schedule and deliver workshops for all unit heads across the institution.
- Ensure the workshops are accessible and accommodate various schedules to maximize participation.

Years 2-3: Full Implementation and Initial Assessment

Step 7: Provide Ongoing Support and Follow-Up (Year 2)
- Establish a support system for unit heads to apply what they have learned in their departments.
- Offer follow-up sessions, resources, and mentorship to reinforce workshop concepts.
- Create a feedback mechanism to continuously improve the workshops based on participant input.

Step 8: Track Participation and Engagement (Year 2)
- Monitor attendance and engagement levels during the workshops.
- Collect qualitative and quantitative feedback from participants to assess immediate learning outcomes.

Step 9: Measure Immediate Outcomes (Year 2)

- Conduct pre- and post-workshop surveys to evaluate changes in participants' understanding of DEI concepts and leadership practices.
- Analyze survey results to measure the effectiveness of the workshops in achieving their objectives.

Years 4-5: Long-Term Impact and Policy Integration

Step 10: Assess Long-Term Impact (Years 3-4)
- Conduct longitudinal studies to evaluate the impact of the workshops on departmental climates, retention rates, and DEI-related metrics.
- Track changes in diversity in hiring, equitable promotion rates, and student success across demographic groups.

Step 11: Integrate DEI Training into Institutional Policies (Years 4-5)
- Develop policies to make DEI training a mandatory component of leadership development for all current and future unit heads.
- Establish accountability mechanisms for DEI efforts within departments to ensure sustained commitment.

Years 6-7: Scaling and Expansion

Step 12: Scale and Expand the Initiative (Years 5-6)
- Based on the success of the initial workshops, expand the program to include other leadership levels and administrative staff.
- Regularly update the curriculum to reflect evolving DEI challenges and best practices.

Step 13: Report Findings and Outcomes (Year 6)
- Prepare detailed reports on the outcomes of the workshops and their impact on the institution.
- Present findings to key stakeholders, including the Faculty Senate, SLT, and other relevant committees.

Years 8-10: Sustained Cultural Shift and Best Practices Dissemination

Step 14: Disseminate Best Practices (Years 7-8)
- Share successful strategies and practices with other institutions and academic communities.
- Publish case studies and research papers to contribute to the broader field of DEI in academia.

Step 15: Foster a Cultural Shift (Years 8-10)
- Promote a long-term, consistent implementation of DEI practices to drive a significant cultural shift towards greater inclusivity across the entire institution.
- Encourage unit heads to lead by example and champion DEI initiatives within their departments.

- **Plan to evaluate the success of the recommendations.**

Specific: Increase Awareness and Understanding of DEI Concepts

- **Goal:** By the end of Year 1, ensure that at least 90% of workshop participants demonstrate a measurable increase in their understanding of DEI concepts, implicit bias, and inclusive leadership practices as indicated by pre- and post-workshop surveys.
- **Measurement:** Use pre- and post-workshop surveys with specific questions about DEI concepts to quantify changes in understanding.

Measurable: Enhance Leadership Skills and Decision-Making

- **Goal:** Within 6 months of completing the workshops (Year 2), at least 75% of unit heads will report improved leadership skills related to fostering inclusive environments and handling DEI-related challenges, as measured by follow-up surveys and feedback from their department staff.
- **Measurement:** Collect and analyze feedback through surveys and interviews with unit heads and their department staff.

Achievable: Improve Departmental Climate and Retention

- **Goal:** By the end of Year 2, achieve a 10% increase in the satisfaction and retention rates of underrepresented faculty and students in departments led by workshop participants, as measured by institutional surveys and retention data.
- **Measurement:** Compare departmental climate and retention rates before and after workshop implementation using institutional surveys and HR data.

Relevant: Drive Systemic and Institutional Change

- **Goal:** By the end of Year 4, integrate DEI training into at least 80% of the institution's leadership development programs and establish DEI accountability mechanisms in 100% of departments, as documented in institutional policies and reports.
- **Measurement:** Review and track the inclusion of DEI training in leadership programs and the implementation of accountability mechanisms through policy documents and compliance reports.

Time-bound: Foster a Cultural Shift and Enhance Institutional Reputation

- **Goal:** Within 10 years, achieve a 15% improvement in DEI-related metrics, such as diversity in hiring, equitable promotion rates, and student success across demographic groups. Additionally, improve the institution's reputation as a leader in DEI by receiving recognition or awards for diversity and inclusion efforts.

- **Measurement:** Monitor and report on DEI metrics annually and track institutional awards or recognitions related to DEI.