

DEI-AB Professional Development Plan for Mathematics 2024–2025 Academic Year

updated 5/8/24

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

Support and enable faculty to create an inclusive, student-centered learning environment where all students, regardless of their backgrounds, feel valued, supported, and engaged in their mathematics learning/experiences.

2. Objectives

- 2.1. Identify and implement inclusive, student-centered teaching practices/approaches in math course design and delivery, at all levels, that accounts for students' diverse mathematical preparation and backgrounds.
- 2.2. Provide faculty with support and resources, including mentoring and PD opportunities so they may effectively and confidently engage in student-centered, inclusive teaching
- 2.3. Foster and maintain a culture of collaboration and mutual support among math faculty, encouraging ongoing dialogue and reflection on inclusive teaching practices and their impact on student learning.

3. Strategies

- 3.1. Identify research articles, books, and/or other resources on inclusive teaching practices in mathematics, partnering with FTLC and other experts in education, mathematics education, and related fields to gain insights into effective, inclusive teaching strategies and approaches in mathematics.
- 3.2. Participate in professional development learning opportunities/workshops and/or conferences related to inclusive, equitable teaching.
- 3.3. Establish regular faculty meetings or seminars where instructors can share successful inclusive teaching strategies and discuss challenges and solutions.
- 3.4. Implement inclusive teaching practices in the mathematics classroom.

4. Professional Development (PD) Activities

- 4.1. Advertise and provide access to PD learning opportunities provided by the Math Department, FTLC, GVSU, and professional organizations related to equitable, inclusive teaching practices.
- 4.2. Create opportunities for learning/informal sharing among math faculty, through course-meetings, department meetings around shared purpose in advancing inclusive teaching/learning goals.
 - 4.2.1. Offer a departmental faculty-led book-club that meets regularly each semester that explicitly focuses on topics related to inclusive teaching.

- 4.2.2. Incorporate inclusive teaching topics as part of course-related meetings for instructors.
- 4.2.3. Offer at least one department meeting per academic year that focuses on advancing inclusive teaching/learning.
- 4.2.4. Offer informal, additional gatherings of faculty (e.g., brown-bag lunch meetings) to discuss inclusive teaching/learning.
- 4.3. Create opportunities for informal sharing among math faculty through mentoring and collaboration around shared purpose in advancing inclusive teaching/learning goals.
 - 4.3.1. Provide opportunities for peer observation and feedback sessions, where faculty members can observe each other's classes and provide constructive feedback on inclusive teaching practices.
 - 4.3.2. Offer opportunities that promote collaboration and sharing through departmental faculty-led book club (see 4.2.1) department/course meetings (4.2.2-3), and other initiatives (4.2.4).

5. Reflection on Learning

At the end of the AY, faculty will self report what they have learned from their professional development activities. The department will create an internal system for reporting learning

6. Timeline

At the end of each semester, for ongoing PD opportunities (e.g., book-club, course meetings) faculty will have opportunities to collectively reflect on their learning that the facilitator of the PD activity records. Opportunities to submit individual reflection will also be provided . The unit head will consult the leadership team and departmental Diversity team and write a report that highlights the key activities/learning that occurred over the academic year.