

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

GVSU Philosophy Department Vision

The Philosophy Department will set a standard of excellence in teaching, scholarship, and service to the University and the community. We will develop students' abilities to question and wonder as well as their skills in careful thinking, critical judgment, and oral and written communication. We will foster a diverse community of inquiry through the study of philosophy and its methods in different historical periods, cultural contexts, and intellectual traditions.

Philosophy and Diversity, Equity, Inclusion, Accessibility and Belonging

Our department is well-positioned to reflect on and implement DEI-AB work. Grounded in the liberal education mission of the university, our department has valued pluralism and intellectual diversity since its inception. It now includes faculty from across the spectrum of contemporary western philosophical traditions (analytic, continental, American and pragmatism...) as well as faculty working in non-western and comparative philosophy. Our major stands out for offering students exposure to this wide variety of philosophical approaches, for its grounding in the historical contextualization of our discipline, and as one of the earliest to include a requirement that majors take at least one class in non-western philosophy. In addition to experts in multiple subfields in philosophy our department has faculty from a variety of cultures of origin, and we take pride in our appreciation of these differences and the disciplinary collegiality among us. The Department has recently added requirements to include diverse authors and issues, including issues of race and gender, in its early modern philosophy class, PHI 313, which is required for all students in the major. A faculty-member initiative has also recently created a Minorities in Philosophy student group to give underrepresented students interested in philosophy a place of support and connection. We affirm the need for ongoing reflection on issues related to DEI-AB and for their further, considered integration and development in our department and pedagogy.

Building on existing efforts, we will approach our Professional Development Plan by critically examining our departmental and individual strengths and weaknesses as they relate to our current DEI-AB knowledge, practices, and initiatives. We will also explore existing research and practices in our discipline related to DEI-AB. On the basis of this self-, disciplinary-, and interdisciplinary knowledge, we will work to identify areas of concern and opportunities and strategies for growth to be implemented intentionally in coming years.

Philosophy DEI-AB Plan Guiding principles

The Department aims to:

- (i) Have a plan developed out of our disciplinary and educational engagement *qua* philosophy, including professional and disciplinary shortcomings, but also the rich array of resources philosophy has to offer on these issues.
- (ii) Have full Department discussions and participation, at least for the initial year or two of work.
- (iii) Have the plan be reflective and iterative throughout, with room to change course or double back and revisit things already discussed or tried for cogency and effectiveness.

Concretely, for 2024-25, the Department will:

- (iv) Initiate reflection on where we are with DEI-AB. What we know, what we don't, where we'd like to focus in coming semesters / years.
- (v) Aim to identify, by the end of 2024-25, some more specific goals/outcomes for subsequent DEI-AB PHI professional development plans.

1. DEI-AB Goal(s)/Outcome(s) [big picture]

Outcome: To achieve awareness of DEI-AB issues within the department and the Profession as a basis for identifying needs and areas for future improvement.

2. Objectives [measurable aspects of outcome]

Objective: Learn more about resources available to philosophers with respect to DEI-AB issues in and relating to Philosophy as a discipline.

Objective: Identify two or three outcomes that are priorities for future DEI-AB initiatives for the department.

3. Strategies [what general approach will be taken]

Deploy a survey or surveys focused on the department culture, awareness of DEI-AB issues, and inclusive pedagogy.

Raise awareness within the Department of DEI-AB issues and strategies at GVSU (FTLC, Equity and Inclusion).

Raise awareness within the Department of DEI-AB issues and strategies in the profession (APA, MAP).

4. Professional Development Activities [specific actions implementing strategies]

The Department will create a survey (we currently plan to use the survey - maybe with modifications - of the “Department Self-Assessment” section of the Strategic Planning, Equity, Inclusion, and Diversity Toolkit (Berkeley U., Division of Equity and Inclusion)), deploy the survey, and discuss the results of the survey as a department.

The Department will make recommended resources on DEI-AB available, including profession/discipline specific resources.

The Department will discuss unit, GVSU, and Professional DEI-AB issues and strategies.

The Department will keep a running document of main information and results of discussions.

The Department will hold at least one colloquium with a scholar / expert on these matters. Should this prove not possible for any reason, the Department will hold a reading group on relevant article(s) or chapters(s) instead.

The Department will encourage faculty to pursue specific FTLC modules on DEI-AB sub-issues.

5. Reflection on Learning

During the 2024–2025 academic year, it should be the case that: A survey occurs, c. three meetings are held devoted or partially devoted to DEI-AB. A colloquium or panel discussion on Philosophy related to DEI-AB will occur. Some documentation of these surveys, meetings, and discussions will be available. The Department will have identified 2 or 3 outcomes to prioritize in general, and a specific outcome to focus on for the 2025-26 academic year. This section will include reflection on these things once they have been completed.

7. Timeline

What will your unit do to implement the plan over the next academic year? When will you assess how well your unit has achieved one or more objectives for the 2024–2025 academic year?

Fall

Compose survey.

Distribute survey.

Distribute information about profession & GVSU (maybe also FTLC modules)

Hold a meeting to discuss survey results and state of profession, and to identify potential “outcomes” (and select department reading plus guest speaker for next semester).

Winter

Hold a meeting to discuss reading on prioritized outcomes to potentially pursue.

Hold colloquium or panel with DEI-AB scholar expert in PHI.

Distribute reading or other resources on prioritized outcomes.

Hold meeting to discuss prioritized outcome(s) to pursue in 2025-26

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RESOURCES

- American Philosophical Association: https://www.apaonline.org/page/diversity_resources
- American Association of University Professors: <https://www.aaup.org/issues/diversity-higher-education>
- [Goal Development Worksheet](#) from [UC Berkeley’s Strategic Planning Toolkit for Equity Inclusion, and Diversity \(Academic Units\).](#)]
- GVSU Faculty Teaching and Learning Center: <https://www.gvsu.edu/ftlc/inclusive-teaching-kits-tools-resources-378.htm>
- [APA Diversity and Inclusiveness Syllabus Collection](#)
- [APA Data on Minorities in Philosophy](#)
- [APA Data on Women in Philosophy](#)