

Examples of EID Activities

Preamble: Many CSE department COPEPs require faculty to document efforts that support the strategic goals of the University to improve equity and inclusion. The table below is intended to provide examples of some activities you may already be doing that advance the College's equity and inclusion goals in the areas of teaching, scholarship and service. This table also provides some examples of assessing, documenting, and reflecting on EID activities as part of a faculty dossier. These are examples intended as inspiration and are not exhaustive. This table should not be used as a checklist for evaluation. Any documentation of your efforts should include a reflection on the rationale and reasoning behind why you are engaging in such work and your own potential biases/blind spots, along with what you are doing to overcome these limitations.

Duty	Sample Activity	Possible Assessment Methodology
Teaching and Advising	<p>Participate in trainings, workshops, and/or discussions related to EID.</p> <p>Examples:</p> <ul style="list-style-type: none"> • WWU ISMs workshops (Starting F2021) • EID related workshops through other organizations • Department specific initiatives <p>Participate in workshops and discussion sessions in unit [e.g, best practices for hiring faculty or recruiting research students; intervention/bystander training for lab TAs; sexual harassment & toxic cultures in the lab & field work, etc.]</p> <p>Resources: https://wp.wvu.edu/equityforum/ https://westernwashington.pageuppeople.com/learning/</p>	<p>Provide a record of training completion and a reflection on why it is needed.</p> <p>Provide examples of materials stemming from your training.</p> <p>Provide reflection on the applied use of your training.</p> <ul style="list-style-type: none"> • Examples of changes made in teaching or advising and reflection on how these changes have increased equity and inclusion. • Include reflection on why changes were needed and ways to further improve.
	<p>Create and distribute feedback forms designed to assess impact of a particular interventions (classroom activity, course assignment, department event, etc.) on the creation of an inclusive learning environment.</p>	<p>Provide examples of feedback forms and reflection/analysis of student feedback.</p> <p>Provide a reflection on specific relevant comments from student course evaluations (the narrative portion) that address the impact of an intervention.</p>
	<p>Implement inclusive teaching practices in courses (e.g., implement interventions to address factors contributing to gender/ethnic/identity biases in learning outcomes; revise assignments, assessments, references to reduce stereotype threat; incorporate case studies, readings and discussions on discipline specific EID issues)</p> <p>Resources: https://www.wvu.edu/teachinghandbook/student_considerations/inclusive_toolkit.shtml https://gradingforequity.org/</p>	<p>Provide documentation of inclusive teaching practices and reflection on the following types of classroom evaluations.</p> <ul style="list-style-type: none"> • Peer reviews of teaching

		<ul style="list-style-type: none"> • Implementation of mid-quarter evaluations • Focus group feedback from students/participant • Focus group/survey/evaluation results • Classroom climate survey <p>Provide evidence of student support.</p> <ul style="list-style-type: none"> • Syllabi with information on or links to support, resources, or opportunities for student advancement.
	<p>Work with a colleague who is doing EID related work. Review and provide constructive feedback on colleague's efforts to implement inclusive teaching practices. Consider adopting techniques for use in your classroom.</p>	<p>Provide examples of the EID-related changes you are considering or have implemented.</p> <p>Reflect on in its effectiveness or potential impact on your classroom and why you feel the changes were needed.</p>
	<p>Perform a classroom climate assessment for your own classroom.</p> <p>Resources: https://lse.ascb.org/evidence-based-teaching-guides/inclusive-teaching/classroom-climate/</p>	<p>Provide examples of and evidence-based rationale for using specific assessments in your classroom.</p> <p>Reflect on the results of the assessments and potential improvements that are needed.</p>
	<p>Work to recruit underrepresented populations to unit's student body and indicate how those students, once recruited, are supported in our community.</p>	<p>Provide information on number of initial contacts or changes in recruitment strategies</p> <ul style="list-style-type: none"> • Indicate change in numbers of traditionally underrepresented students <p>Provide information on the effectiveness of the support structure for unrepresented populations</p> <ul style="list-style-type: none"> • Exit interviews/student input.

	<p>Provide facilitated mentorship for underrepresented students.</p> <ul style="list-style-type: none"> • Become a faculty mentor for the AEES program. <p>Resources: https://cse.wvu.edu/aeesselect-science-students</p>	<p>Provide information and reflection on the impact of mentorship</p> <ul style="list-style-type: none"> • student exit interviews • student input • description of your contribution and potential alterations made based on feedback
	<p>Develop curricular materials that expose contributions from underrepresented populations.</p>	<p>Provide copies of curricular materials.</p> <p>Provide students' evaluations/feedback on the specific materials.</p> <ul style="list-style-type: none"> • Written student evaluations • Paper/pen or canvas survey that evaluate materials
	<p>Develop curricular materials that situate issues of equity and inclusion within a discipline-specific context. Examples:</p> <ul style="list-style-type: none"> • Conflict with indigenous groups over heritage sites • Genetic testing/counseling; biological basis (or lack thereof) for gender and race • Bias in 'objective' machine learning algorithms • Sexual harassment in the sciences. • Professional ethics. 	<p>Provide examples and rationale for developing curricular materials.</p> <p>Provide reflection on student evaluations from courses where materials were used.</p>
	<p>Serve as advisor/unit representative for student club/group related to professional development and retention. Examples:</p> <ul style="list-style-type: none"> • SACNAS • Out in Science • Women in Geology/Physics • Association of Women in Computing • National Society of Black Engineers <p>Resources: https://cse.wvu.edu/stem-clubs</p>	<p>Provide information on student club goals/accomplishments.</p> <p>Provide reflection on student feedback as documented in exit interviews.</p> <p>Provide chair and faculty letters supporting your efforts.</p>
Research, Scholarship and Creative Activities	<p>Implement methods/best practices to equitably identify and recruit students for student research experiences and how you will support these students in their research.</p>	<p>Provide examples of equitable practices.</p> <ul style="list-style-type: none"> • Rubrics used to gauge readiness and potential for research. • Summary of strategies used to broadly advertise for research opportunities, including outreach to student groups that serve underrepresented students.

		<ul style="list-style-type: none"> Standardized application form for research group.
	Regularly (e.g., quarterly) hold/facilitate research meetings focusing on climate within the group and/or issues of equity and inclusion in one's professional field.	Provide copies of meeting agenda. <ul style="list-style-type: none"> Handouts/articles provided during meeting Feedback/reflections collected during/after meeting.
	Participate in, and support student participation in, meetings of professional organizations with a strong focus on equity/inclusion. Examples: <ul style="list-style-type: none"> SACNAS national conference National Societies of Black & Hispanic Physicists Society of Hispanic Professional Engineers 	Provide copies of presentations given at meetings. Provide copies of meeting program with participant list.
	Write or translate unit newsletter, press release, paper, training manual, or other program materials in non-English language. Write an introduction or comments to scientific efforts in other cultures, even when the original was written in English.	Provide rationale for why these efforts are needed. Provide citation, downloads, adoption in other programs.
Service	Activities specifically associated with advancing diversity, inclusion and climate within the unit and college. Examples: <ul style="list-style-type: none"> Serve on college or unit equity & inclusion committee. Become a Community Ambassador. Become an AEES mentor. Participate in WWU ISMs workshops (Starting F2021) <p>Resources: https://cse.wvu.edu/faculty-ambassadors https://cse.wvu.edu/aeesselect-science-students</p>	Provide examples and reflections on the work or accomplishments from those committees/mentoring initiatives. Provide results of surveys of stakeholders/clientele that assesses the impact of activities, awards and/or recognition.
	Develop or participate in a unit equity & inclusion plan or survey, which outlines resources and strategies the unit will engage to improve climate, recruitment, and retention of members of underserved populations.	Provide final or draft copies of the plan.
	Develop or engage in professional society diversity, equity and inclusion program or workshop.	Provide rationale and evidence of engagement. Provide information about membership or participants that assesses the impact of program.
Outreach and Engagement	Participate in programs specifically designed to engage with underrepresented populations. <i>[Activities in this area may fall in each of the categories above, depending on the type of activity, audience, and impact] Development or presentation of such programs should be done in conjunction with parties trained in specified area of outreach.</i>	Provide a survey of stakeholders/clientele that assesses the impact of program. <ul style="list-style-type: none"> Program outline/schedule Bilingual or other accessibility-sensitive products produced to support program Peer review of events

		<ul style="list-style-type: none">• Awards and/or recognition
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