



Center for Research on
Learning and Teaching (CRLT) &
CRLT in Engineering (CRLT-Engin)

**Diversity, Equity and Inclusion Strategic Plan (Revised for
Implementation Year 2)
Five-Year Strategic Objectives, Measures and FY18 Actions**

I. Diversity Equity and Inclusion Strategic Plan: Overview

CRLT and its branch office, CRLT in Engineering (CRLT-Engin), contribute to the University-wide goals of diversity, equity, and inclusion, both within our Centers as workplaces and in our work to advance a culture of inclusive teaching across U-M's campus:

- **Diversity:** *We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socio-economic status, language, culture, national origin, religious commitments, age, (dis)ability status, and political perspective.*
- **Equity:** *We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.*
- **Inclusion:** *We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.*

Rationale:

CRLT/CRLT-Engin's Missions: The mission of the Center for Research on Learning and Teaching (CRLT) is to promote excellence and innovation in teaching in all 19 schools and colleges at the University of Michigan. CRLT is dedicated to the support and advancement of evidence-based learning and teaching practices and the professional development of all members of the campus teaching community. CRLT partners with faculty, graduate students, postdocs, and administrators to develop and sustain a university culture that values and rewards teaching, respects and supports individual differences among learners, and creates learning environments in which diverse students and instructors can excel. In addition, CRLT-Engin's mission encompasses conducting and cultivating rigorous engineering education research that leverages the College of Engineering's innovative educational experiences and providing leadership and service at the local, national, and international levels.



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Purpose for Diversity, Equity & Inclusion: CRLT/CRLT-Engin advances a teaching culture that attends to diversity and fosters positive learning climates for students and instructors of all backgrounds and social identities. We highlight inclusive teaching in our programs and consultations, and we offer customized workshops and resources on diversity-related topics for faculty, graduate students, departments, and schools and colleges. Our programs, services, and resources support instructors in attending to diversity in the academic and social backgrounds of students, the ways that student and instructor identities can influence pedagogical practices, and the dynamics that shape classroom climate. We also analyze learning outcomes to assess student success across different student populations.

Summary of Year 1 Implementation: CRLT's major **external goal** was to expand our professional development programs around inclusive teaching for faculty and GSIs.

We increased our work both centrally and with schools and colleges on professional development for DEI work. Centrally, we increased the number of DEI focused topics in our fall and winter seminar series. This fall we will offer 9 such programs, compared to 12 total in Fall and Winter 2015-2016 and 14 total in Fall and Winter 2016-2017. More significantly, for the past two years, we organized the Inclusive Teaching and Michigan workshop series over 2 weeks in May. Designed to provide professional development after the term is over, the series included 18 workshops each year and drew over 350 participants each year. As part of our strategic plan, we used evaluations from the series to gather data from participants on additional programming on inclusive teaching they would find valuable. We also conducted a follow-up impact assessment survey (distributed 10 months after the series ended) to learn about changes participants made to their teaching as a result of attending workshops in this series.

For schools and colleges, we worked through our teaching academies, incorporating a more intensive focus on DEI in those programs, which serve new faculty in 10 schools and colleges (LSA, Ross, COE, and the Health Sciences Teaching Academy, which includes Dentistry, Kinesiology, Medicine, Nursing, Pharmacy, SPH, and SSW). In addition, we offered customized workshops, retreats and inclusive teaching course planning consultations to 12 schools and colleges and 10 departments, including 20 CRLT Players performances of sketches on mental health challenges and responding to microaggressions. Finally, we received renewed funding from Vice Provost Sellers to continue our very successful Faculty Communities for Inclusive Teaching program, which provides small stipends to groups of faculty that wish to pursue an inclusive teaching project.

Another way in which we expanded capacity for DEI work is through hiring additional staff in this area. CRLT received funding in the FY2018 budget cycle for a position to support instructors teaching courses the fulfill the LSA Race and Ethnicity Requirement and a second position for a postdoc to support our DEI work more broadly. We successfully completed searches for both positions last year. The new R&E



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consultant is now working closely with LSA to create a community of instructors and to learn more about their professional development needs so that we can provide appropriate programming. The postdoc is contributing to campus-wide and customized DEI programs, helping us to accomplish goals set out in our plan.

Internally, we made progress on two major fronts: a climate survey and continued staff professional development. The climate survey was conducted by The Kardia Group, which provides leadership and diversity training across campus. Results were shared and discussed with staff. We scheduled follow-up programs for items that arose in the survey as needing attention, including a series of programs on constructive approaches to conflict (taking place in fall 2017) and a workshop on improving communication across staff roles at CRLT (planned for winter 2018).

Professional development around DEI occurred on a number of fronts, including the following:

- Stephanie Rosen from the Library presented information to staff about accessibility to inform our workshops and other programs.
- We made accessibility a key component of our vendor selection for revising the CRLT website.
- We included staff retreat sessions on resistance, microaggressions, and pronoun usage. We also had a staff reads using the book *Paying for the Party*, which explores how socioeconomic class, race, and gender intersect to influence student success in college.
- We implemented best practices for recruiting diverse applicant pools for searches at all levels and had some success in recruiting new staff whose backgrounds and identities expand the diversity of our staff.

II. Planning Process Used

Planning Lead(s): Theresa Braunschneider and Tershia Pinder-Grover

Planning Team: Matt Kaplan, Theresa Braunschneider and Tershia Pinder-Grover

Planning Process Summary

CRLT/CRLT-Engin's Diversity Strategic Planning process was primarily undertaken by the two Assistant Directors already charged with coordinating diversity initiatives and leading our diversity team, in regular consultation with the Director and Administrative team, and with substantive input from the diversity team and whole staff as outlined below. The administrative team consists of CRLT Director and two senior staff members. The diversity team includes the



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two planning leads and four additional assistant directors/instructional consultants.

- *Process used to collect data:*

- As a staff, we collaboratively generated a framework for conceptualizing and categorizing relevant data, breaking our information sources into data related to
 - Internal matters (i.e., issues related to CRLT/CRLT-Engin as workplaces employing diverse colleagues)
 - Externally-focused work (i.e., CRLT/CRLT-Engin as University service units with missions focused on diversity, equity, and inclusion). These are broken into:
 - Programs and resources explicitly focused on D,E, & I
 - Programs and resources with an embedded focus on D,E, & I
 - Campus collaborations focused on D, E, & I

Note: Henceforth in this document, we will refer to our work in terms of these “external/internal” and “explicit/embedded” categories.

- We created a grid to collect data about external programs and services, including participant data and evaluation information for both explicit and embedded programs.
- Knowing that not all of these data would be critical for our planning process, we identified provisional objectives around which we would gather targeted data.
- We have engaged a range of colleagues in gathering those data about programs and services. Those are supplemented by the diverse sorts of data listed below.

- *Sources of data include:*

- CRLT [annual reports](#) and CRLT-Engin [annual reports](#)
- Inventories of existing CRLT/CRLT-Engin resources related to diversity and inclusion generally as well as specific DE&I issues (e.g., accessibility). This includes the response we compiled for the University’s ‘diversity census’ in fall 2015.
- Program evaluations for workshops and seminars, including campus-wide programs like the [GSI Teaching Orientation](#) that have a key DE&I focus as well as unit-based programs with a similar focus such as the LSA Teaching Academy. These data include paper evaluations at the end of in-person workshops as well as electronic surveys for larger programs.



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- Pre/post self-assessments of skills and knowledge at [CRLT Players](#) performances
- CRLT internal and external review documents (2013-14)
- Faculty focus groups about professional development in inclusive teaching (conducted 2015-16)
- Student perspectives gathered at various strategic planning events sponsored by other units (e.g., the Be Heard town halls, the Rackham student forums)
- CRLT internal climate survey (2015)

- *Process used to analyze data:*
 - Since we are primarily using data already available to CRLT/CRLT-Engin (e.g., program evaluations and program inventories), we worked with these data to create frameworks for organizing and categorizing the information as well as identify the most important data to consider in detail (e.g., which quantitative evaluations of the many available would be most useful in shaping our thoughts about future planning?).
 - For newly-collected data such as the faculty focus groups on inclusive teaching, we used thematic qualitative analysis.
 - In regular staff meetings, we continue the iterative analytical process of collaboratively discussing the various data we have available to understand campus needs and workplace goals and to craft strategic objectives that align with them.

- *Activities to engage CRLT/CRLT-Engin staff in the planning process and generate action items*
 - Multiple meetings and online communications between planning leads and Administrative Team to review draft documents and goals and plan staff engagement activities.
 - Diversity team meetings (x2). Circulated, discussed, and revised charge document and draft objectives.
 - Full staff meetings (x3) focused on identifying data sources and then on articulating draft objectives, both internal and external. Processes included distribution of drafts for individual reflection, structured small group brainstorming activities, and full group deliberative discussions.



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- Staff meeting with just Program Managers (PMs) and postdoctoral fellows focused on refining external draft objectives and generating possible action items as well as measures.
- Ongoing: June full-staff retreat will include activities to generate action items aligned with the internal objectives we have been collectively drafting (with the intention of continuing to iterate these ideas at events throughout the coming year).

III. Data and Analysis: Key Findings

Summary of Data

The following are examples of the kinds of data that inform our strategic planning.

- Participant evaluations of large programs with embedded focus on inclusive teaching. For instance:
 - Numerical data from the GSI Teaching Orientation session on “Inclusive Teaching for the First Days and Beyond” (attended by 618 GSIs in the 2015-16 academic year) affirm that the program is a valuable component.
 - The report on the LSA Teaching Academy documents high evaluations for this program after several adjustments to align it with the inclusive teaching professional development model proposed by Rob Sellers’s Task Force. Both quantitative ratings and qualitative comments highlight the inclusive teaching focus as a highly-valued aspect of the program.
- Faculty focus groups: Qualitative analysis of 4 focus groups including 27 faculty members identify a series of barriers/challenges to adopting inclusive teaching, propose a range of concrete steps the University can take to better support faculty commitment to and skill with teaching inclusively, and give evidence of broad support for the faculty development model proposed by Rob Sellers’s Task Force.
- Pre/post- surveys administered at CRLT Players sessions with instructors on supporting students facing mental health challenges document increased confidence, understanding, and skills.
- Inventories of existing resources related to diversity and inclusion generally as well as specific issues (e.g., accessibility, first-generation students) document that CRLT/ CRLT-Engin provide a range of programming and resources related to all of the aspects of diversity and inclusion mentioned in the President’s charge.



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- Documentation of our hiring practices demonstrates commitment to identifying diverse candidate pools, prioritizing the goal of diversifying our staff, and focusing on a candidate's ability to contribute to our work related to diversity, equity, and inclusion in our interview processes.

Key Findings, Themes and Recommendations

Several major themes emerge from the sources of data listed above. These include:

- CRLT//CRLT-Engin already provide a broad range of programs and resources focused on diversity, equity, and inclusion in teaching and learning.
- Our programming generally sorts into two categories, each of which we offer both in campus-wide and customized formats: programs with an explicit focus on diversity and inclusion (highlighted in the title and framing) and programs with an embedded focus (where the title focuses, for example, on exam design or group work, but the content emphasizes the relevance of diversity, equity, and inclusion considerations to the topic).
- There is very strong demand across campus, from both students and instructors, for still more professional development for all instructors in inclusive teaching practices.
- Constituencies across the university -- at the level of individual faculty and GSIs, departments, and schools and colleges -- look to our Centers for expertise and resources in all aspects of inclusive teaching.
- Since CRLT//CRLT-Engin resources are not sufficient to meet all of the faculty professional development needs related to diversity, equity, and inclusion, we need to leverage campus partnerships in order to expand campus capacity.
- In the past two years, CRLT has, through new process, policies, and practices, demonstrated its commitment to fostering a diverse, equitable, and inclusive workplace. Ongoing staff engagement activities will enable us to make continued progress on this goal.

IV. Strategic Objectives, Measures of Success and Action Plans*

**All strategic objectives and related actions will be pursued in accordance with the law and University policy.*

Strategic Objectives Part I: External Work

All of the objectives below are organized around a central broad goal: Through the coordinated efforts of CRLT and CRLT-Engin, we seek to advance a culture of inclusive teaching where



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instructors in all disciplines and at all levels have the resources and commitment to:

- attend to student differences, including social identities, background knowledge and experience, physical and cognitive ability, and native language;
- deliberately foster classroom dynamics and pedagogical practices that effectively support the learning of all students, whatever their social background or academic preparation;
- leverage student diversities to maximize learning, including skill in working effectively with diverse peers;
- assess student learning outcomes and experiences to discern effectiveness across different student populations.

We seek to achieve this goal through both general and customized programs, dissemination of resources and scholarship, individual consultations, grants, and collaboration on a range of campus teaching initiatives. For almost all of our external work, the direct **constituency** is U-M instructors, both faculty and GSIs (and, in some cases, staff and undergraduates in an instructional role). Though we do not provide services directly to undergraduate students, we nonetheless understand our work to be benefiting students through improvement of learning environments via our work with instructors.

Note: As a service unit, all of CRLT's and CRLT-Engin's externally-focused strategic planning objectives could reasonably fit under "D. Service" as well as one of the other provided categories. For simplicity's sake, we have grouped all of our services only under categories A-C.

IV. A. Recruitment, Retention and Development. For our 'external' work, we think about this category in terms of the reach and scope of our programs (i.e., who is attending programs or accessing resources, including consultations).

Faculty

Five-Year Strategic Objective 1. Investigate the reach of our diversity-focused programs/services in terms of faculty discipline and career stage/rank as well as GSI discipline. Identify whether and where there are significant gaps in terms of those who attend programs or utilize our services. (Here we focus only on faculty because GSIs so frequently attend our programs for reasons beyond their own interest/motivation -- e.g., requirement of teaching appointment, pursuit of the Graduate Teacher Certificate, etc.)

Measures of success: Data gathered in FY17 and FY18. Within 5 years, analysis of data



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completed and steps taken to respond to any gaps deemed meaningful. Increased numbers from those groups over time.

FY18 Actions (ongoing from 2017):

1. Compare attendance at our explicit diversity programs and our other offerings (2014-2017) to determine any salient differences in attendance patterns.
2. Compare attendance at our explicit diversity programs in terms of representation of faculty and GSIs in those disciplines, ranks/roles at U-M broadly.
3. Analyze these data to inform a plan for addressing any gaps determined to be significant.

Primary DE&I Goal: Diversity

Other applicable domain: Promoting an Equitable and Inclusive Community

Five-Year Strategic Objective 2. Analyze communications / messaging about our diversity-related programs, services, and resources to determine how effectively we provide timely information about these across campus.

Measures of Success: Document that review of communications has occurred and report on any changes made to improve communications over time.

FY18 Actions (ongoing from FY17):

1. Review the ways we publicize or share information and determine whether any significant gaps in reach could be addressed.
2. Where necessary, revise communications (e.g., fliers, emails, website)

Primary DE&I Goal: Inclusion

Other applicable domain: Education and Scholarship

Faculty and GSIs

Five-Year Strategic Objective 3. Use and regularly refresh guidelines regarding principles and practices to help staff ensure that our programs and resources are accessible to as wide a range of clients as possible (e.g., add a standard question on registration node asking if accommodations would facilitate full participation in a program; consider wheelchair users when designing room setups; make note of location of gender-neutral bathrooms; have electronic versions of handouts available; make deliberate choices about learning and sharing pronouns, etc.).



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Measures of Success: In an annual collective reflection activity, staff self-report using such practices, with greater consistency over time; where necessary we also provide reminders and identify skill development needs.

F18 Actions:

1. Review, update, disseminate principles and practices for inclusion and accessibility in our programs. Elicit outside perspectives to inform these.
2. Integrate principles and practices into workflow, including adding guidelines about accessibility and inclusion to event planning guidelines.
3. Follow up at retreat and/or staff meetings to expand guidelines and refresh skills. Use retreats as opportunities for professional development in this area for staff in all roles; partner with campus experts to enhance our understanding and skills. Support project staff participation in campus workshops and seminars about accessible event planning.
4. Maintain our focus on accessible web practices as we implement our updated website (the design of which emphasized accessibility).
5. Brainstorm practices for working with non-CRLT venues to provide accessible spaces for our events.

Primary DE&I Goal: Equity

Other applicable domains: Promoting an Equitable and Inclusive Community

IV. B. Education and Scholarship. CRLT and CRLT-Engin collect and disseminate key pedagogical research relevant to matters of diversity, equity, and inclusion in higher education, as well as produce scholarship in the form of Occasional Papers, teaching resources, theatre performances, and web materials to support best practices. Specific objectives in this domain:

Faculty, GSIs, and Engineering IAs (undergraduate Instructional Aids)

Five-Year Strategic Objective 1. Improvement and expansion of website resources on diversity and inclusion. Refine the site to ensure it is easily navigable and responsive to instructor needs and features our most-recent and most-used resources.

Measures of Success:

- Map/visual of DE&I website resources before and after revisions documenting changes.
- Analysis of traffic on a selection of key webpages to assess changes in use. We will track



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evidence of greater value over time: e.g., lower bounce and exit rates.

FY18 Actions:

1. Ongoing revision and updating of “Diversity and Inclusion” section of CRLT website by Diversity Team members.
2. Make a visual record of the website change (e.g., screen shots).
3. Creation of a STEM DE&I page housed on CRLT-Engin’s website.
4. Ongoing use of the CRLT blog as a space to provide guidance and information related to campus diversity and inclusive teaching.

Five-Year Strategic Objective 2. Develop online resources to be used for professional development in inclusive teaching for U-M instructors. (Action items related to this objective are enumerated below, in C.4.b.)

Five-Year Strategic Objective 3. Continue to disseminate research through seminars, workshops, and CRLT Players performances focused on emerging diversity, equity, and inclusion needs on campus. (Action items related to this objective are enumerated below, in C2 and C3.) Also continue to promote CRLT’s wider influence on scholarship and practice related to diversity in teaching and learning through participation in national professional organizations, presentations at conferences, and publication of relevant scholarly articles.

Primary DE&I Goal for all of the Education and Scholarship objectives: Inclusion

Other applicable domain: Promoting an Equitable and Inclusive Community

IV. C. Promoting an Equitable and Inclusive Community. Our work primarily pertains to this goal. As we described above, we embrace a key mission of advancing a culture of inclusive teaching, with the broader goal of supporting an equitable and inclusive educational environment for diverse constituents campuswide. Specific objectives we will pursue to this end:

Faculty and GSIs (with implications for all students -- see above)

Five-Year Strategic Objective 1. Further strengthen our existing focus on diversity, equity, and inclusion across all CRLT/CRLT-Engin programs and resources. (*Embedded*)

Measures of Success:

- Content analysis indicates that most of our programs have some embedded or



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explicit DE&I content infused in the program. This continues to be true over time.

- We have utilized a co-facilitation model for DE&I workshops pairing newer and more experienced facilitators.
- In our regular sessions for Program Managers (e.g., consulting circle and staff meetings), continue to highlight and build skills around the importance of DE&I considerations in instructional consultations, including strategies for addressing climate concerns in the Midterm Student Feedback process.
- We have provided the professional development activities outlined below in item 6.
- Staff members report role-appropriate contributions to programs as well as participation in relevant professional development.

FY18 Actions:

1. Maintain the diversity and inclusion focus in major campus-wide programs/initiatives (e.g., [Graduate Student Instructor Teaching Orientation GSITO](#), [CRLT/CRLT-Engin seminar series](#), [grants](#)). This can be supported by continuing our standard practices of referring to earlier agendas and session plans, designing programs collaboratively or in consultation with experienced staff members and leadership, and consideration of evaluation data from earlier iterations.
2. Revise and train staff to implement a new version of the GSITO session on “Inclusive Teaching in the First Days and Beyond”; shift session plan to more effectively focus on inclusion throughout and to reflect our evolving resources in inclusive teaching used in other arenas.
3. Program Managers in charge of any given program -- seminar series, GSI Teaching Orientations, Teaching Academies -- review agendas to make sure content/focus is not lost from iteration to iteration.
4. Continue to use two standard question about inclusive teaching on our CRLT seminar series workshop evaluation form. These questions helps us measure embedded focus on DEI in sessions that are not obviously focused there by asking participants to rate two statements on a Lickert scale: “This workshop increased my understanding of inclusive teaching practices (e.g., deliberate teaching practice to make sure all students feel welcome, valued, and supported in their learning)” and “This workshop improved my ability to use inclusive teaching practices.”



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5. Continue using staff activities reports to provide a space for individual staff members to document contributions to programs as well as participation in relevant professional development, such as attending campus workshops or seminars or participating in relevant conferences.
6. Continued DEI professional development for CRLT/CRLT-Engin staff: ensure that all Program Managers can contribute to our DE&I programming by running diversity-focused programs or embedding relevant material into sessions focused on other topics, as well as consultations. Continue with these practices:
 - a. Incorporate into (formal and informal) mentoring processes plans for building and refreshing skills
 - b. Provide professional development (individually and collectively) where appropriate/needed. This might include staff reading groups, in-house workshops on specific skills, or retreat activities with experts in relevant domains (e.g., accessibility).

Primary DE&I Goal: Inclusion

Other applicable domain: Education and Scholarship; Service

Five-Year Strategic Objective 2. Continue to offer a range of campus-wide and customized programs that explicitly focus on diversity, equity, and inclusion. (*Explicit*)

Measures of Success:

- Annual reports document that a broad range of programs still exists, evolving to meet campus needs.
- Units independently continue DE&I-focused programs initiated through collaborations with CRLT.
- Data table including number of programs, total number of registrants/participants, overall evaluation ratings, and rating on the new DE&I evaluation question (explained in Objective C.1) documents continued interest and value of programs.
- CRLT staff self-report that they follow the practices on the ‘accessibility as part of inclusive teaching’ checklist.
- Explore possibilities of developing an instrument to assess instructor will and skill in DE&I over time.



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FY18 Actions:

1. Maintain a regular schedule of our highly-evaluated programs: e.g., seminar series workshops (advanced practices, classroom climate, etc.), Players sessions, Diversity and Inclusive Teaching 4-part seminar for GSIs (in collaboration with IGR and Rackham), Advance collaborations.
2. Pilot a new May program on inclusive course design, to be offered alternatingly with the very successful May Inclusive Teaching @ Michigan workshop series.
3. Continue to refine and expand our 'off-the-shelf' workshop offerings and inventory of shared handouts/activities to respond to customized workshop requests.
4. Continue to improve our focus on accessibility as a dimension of inclusive teaching (both in our own facilitation practice and in the strategies/resources/research/examples we provide). Develop a checklist of accessibility considerations as a reference for all Program Managers when planning a program.
5. Explore the possibility of reestablishing a staff-wide practice of indicating in the database (used to track services) when a program, consultation, or other service is relevant to DE&I. The checkbox label will be changed from "multicultural" to "diversity, equity, and inclusion," with the Drupal 8 update, and this provides impetus for a staff conversation about when we use this tick-box and how we would use the data collected.
6. Make sure Diversity Team continues to track customized programs and other workshops focused on DE&I.
7. Build on FY17 successful pilot of offering one Players sketch multiple times in a given period: continue to highlight "Distress Signals," the Players session focused on student mental health, and "Cuts," the session focused on microaggressions and climate, to a wide range of campus audiences.
8. When compiling annual report, once again compare DE&I offerings to previous years'.
9. Track both CRLT and CRLT-Engin programs: including the total number of registrants/participants, and overall evaluation ratings.
10. In order to clarify 'pathways' of professional development for instructors, more regularly differentiate intended audience of our programs (through program titles, linked series, self-assessment resources, etc). As one example, in Seminar Series, offer and specify one 'foundations' session each for faculty and GSIs as well as 2-3 'specialized topics' sessions.
11. Increase programs that are particularly focused on lecturers' professional development in inclusive teaching.



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Primary DE&I Goal: Inclusion

Other applicable domain: Education and Scholarship; Service

Five-Year Strategic Objective 3. Stay well informed about evolving campus needs around DE&I in order to provide programs and resources well attuned to current conversations. This includes continuing a broad range of practices that we already use to stay abreast of and share our insights about evolving campus discussions (e.g., key collaborations and committees, consultations with individuals and units, staff meetings, reading of student publications, etc.).

Measures of Success:

- Documentation that we did action items.
- Provide examples of the ways programs and resources have evolved in response to campus needs over time.
- Continued demand for our services related to DE&I.

FY18 Actions:

1. Explore new ways--or better leverage existing resources--to inform our efforts in DE&I with a wide range of perspectives: e.g., engagement of the CRLT Advisory Board, consideration of ways to engage student perspectives.
2. Read other units' DE&I strategic plans to understand their specific needs and goals around teaching and learning environments.
3. Use evaluations from key DEI programs (e.g., May series, customized programs) to gather data on key questions.

Primary DE&I Goal: Inclusion

Other applicable domain: Education and Scholarship; Service

Five-Year Strategic Objective 4. Strengthen institutional structures and resources through which CRLT can provide vision and guidance to schools, colleges, and departments as they design professional development in inclusive teaching for new and continuing faculty.

Measures of Success: CRLT staff documents that we did the action items.



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FY18 Actions:

1. Continue to share and consult about tailored implementation of the framework for professional development in inclusive teaching created by Rob Sellers's Task Force
 - Leverage the expertise and capacity of the Liaisons for Inclusive Teaching group and other school- or college-based committees as way to promulgate this professional development model as well as inclusive teaching practices.
2. Develop flexible resources to assist with implementation of 3-part structure.
3. Develop guidance for assessing success in inclusive teaching as units adopt and adapt the Task Force's professional development framework.
4. Continue to determine and leverage the best models for collaborating with University partners, including schools and colleges, on sustainable faculty professional development in inclusive teaching. Use collaborations to build campus capacity well beyond what CRLT can independently provide.
 - Continue [Faculty Communities for Inclusive Teaching](#).
 - To build capacity across the university, work with administrative partners to incentivize schools, colleges, and departments to leverage their own people resources to provide professional development around inclusive teaching.
 - e.g., Leverage CRLT's existing grants programs to support departments or units in planning for faculty (or GSI) professional development in inclusive teaching.

Primary DE&I Goal: Inclusion

Other applicable domain: Education and Scholarship; Service

Five-Year Strategic Objective 5. Provide support for teaching in courses and disciplines specifically focused on diversity, equity, and inclusion.

Measures of Success: CRLT staff documents that we did the action items.

FY18 Action: Under the lead of our new dedicated instructional consultant, work with LSA to provide focused pedagogical support for instructors (both faculty and GSI) in their Race &



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Ethnicity requirement.

Primary DE&I Goal: Inclusion

Other applicable domain: Education and Scholarship; Service

Five-Year Strategic Objective 6. Continue our collaborations with ADVANCE and the Provost’s Office (including Provost Campus Leadership Program) to work on cultivating an institutional climate (beyond formal teaching and learning spaces) where faculty, administrators, and students of all backgrounds can excel.

Measures of Success: CRLT staff documents that we continued these collaborations.

FY18 Actions: Continue these collaborations through our established meetings and programs.

Primary DE&I Goal: Inclusion

Other applicable domains: Education and Scholarship; Recruitment, Retention, and Development; Service

Strategic Objectives Part II: Internal Objectives/CRLT as a Workplace

In terms of our ‘internal’ planning, we focus on the two following domain areas, with all objectives focused on the constituency of staff, i.e., those employed at CRLT.

IV. A. (Part II). Recruitment, Retention and Development

Five-Year Strategic Objectives

- 1. How we work together: Build a vibrant, inclusive climate that facilitates productive collegial relationships across differences in backgrounds, identities, experiences, and professional roles and goals. This includes enhancing our ability as individuals and an organization to work in spaces of possible disagreement, ambiguity, or uncertainty produced by our many differences.

Primary DE&I Goal: Inclusion

Other applicable domain: Promoting an Equitable and Inclusive Community



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2. **How we work with others on campus:** Expand the capacity of staff in all roles to navigate diverse environments and constituencies in our work, including working effectively with people of diverse social identities and institutional roles.
Primary DE&I Goal: Inclusion
Other applicable domain: Promoting an Equitable and Inclusive Community
3. **How the administration communicates our values:** Develop internal communications to reflect and reinforce CRLT's and CRLT-Engin's commitment to a positive workplace climate for a diverse staff.
Primary DE&I Goal: Equity
Other applicable domain: Promoting an Equitable and Inclusive Community
4. **Who is in our office:** Increase success in attracting and retaining colleagues with diverse social identities in all roles.
Primary DE&I Goal: Diversity
Other applicable domain: Promoting an Equitable and Inclusive Community

FY18 Actions:

- Continue a series of staff conversations to respond to the issues and questions raised by our pilot climate survey of Spring 2017.
- Communicate to all staff appropriate University resources /pathways to resolution when climate concerns arise in the workplace.
- Provide professional development for all staff focusing on DE&I issues. This could include retreat activities focused on accessible event planning as well as staff meeting sessions where we collectively engage with case studies focused on challenges related to interacting with people of diverse social identities and institutional roles.
- Continue using expanded hiring criteria for event planners to include candidates without BAs, as way of diversifying our staff socioeconomically.
- Continue best practices for diversifying applicant pools for all positions. These include highlighting in job ads our commitment to hiring people from historically underrepresented populations in faculty development; placing ads in a wide range of publications/venues, including those with a focus on diversity in higher education; individually recruiting candidates through our professional networks; and defining positions and qualifications as broadly or flexibly as possible to allow for broadly diverse candidate pools.
- Where budget allows, continue to take advantage of short-term postdoctoral positions to



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recruit and mentor colleagues newer to the work of faculty development, including those who bring new perspectives to our workplace.

Measures of Success for all of the above objectives: Continuing to be generated through an iterative process, begun at our Spring 2016 staff retreat. Key measures already identified include:

- positive feedback about the work environment on our climate survey
- staff self-reporting that they have engaged in and learned from relevant professional development.

Through these four objectives, we address all of the “vital strategies” identified by the central planning team:

- hiring and selection
- recruitment
- career advancement
- diversity skills
- enhancing climate
- providing pathways for conflict resolution

V. Goal-related Metrics – School, college or unit measures tracked over time

Diversity

- Composition of CRLT/CRLT-Engin’s clientele (e.g., department and institutional rank/role). *Note: unlike demographic information, these data about our participants are readily available to our staff for analysis.*
- Composition of CRLT/CRLT-Engin’s staff

Equity

- Number of faculty and GSIs who have participated in professional development in inclusive teaching -- which would include practices relevant to equitable treatment of students.
- Internal climate survey results

Inclusion

- Number of faculty and GSIs who have participated in professional development in inclusive teaching.
- Faculty and GSI self-reported commitment to and skill with inclusive teaching.
- Internal climate survey results



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VI. Action Planning Tables with Details and Accountabilities

VI. A. Recruitment, Retention and Development

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed
Faculty/GSIs	Investigate reach of programs/services	attendance data	Gather data that can be compared: explicit vs. other programs, participants as fraction of whole faculty	Director of Assessment with Diversity Leadership Committee (DLC)	
Faculty/GSIs	Analyze communications /messaging	review has occurred, strategic changes reported	Review ways we publicize services to determine whether any significant gaps could be addressed Where necessary, revise communications	Communication team	
Faculty/GSIs	Use and refresh principles/practices of inclusiveness	review and development has occurred, staff report using the principles	Occasionally review and develop practices/principles at staff meetings and retreats Good practices included in event planning guidelines Incorporate review of practices into orientation process for all staff	Retreat planning team/PD team Project staff supervisor / PM mentors	
Staff (CRLT/CRLT-Engin)	Build a vibrant, inclusive climate	Conduct followup conversations based on climate survey results	Plan topics, engage facilitators, collect feedback, use it to inform next steps	Leadership team	
Staff (CRLT/CRLT-	Develop internal communications	Information has been	Research appropriate resources and develop ways to	Leadership team	



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Engin)	that reflect commitment to positive climate	shared in accessible form	make sure all staff have necessary resources if they experience climate concern		
Staff (CRLT/CRLT-Engin)	Expand the capacity of staff in all roles to navigate diverse environments and constituencies	Professional development for all staff has been provided	Identify needs, plan and implement activities	Diversity Team collaborating with retreat planners	
Staff (CRLT/CRLT-Engin)	Increase success in attracting and retaining colleagues with diverse social identities	Discussion occurred	Continue using expanding hiring criteria for event planners Continue best practices for diversifying applicant pool for all positions Continue to use postdoc positions to mentor colleagues new to the field of faculty development	Leadership team, search committees	

VI. B. Education and Scholarship

Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed
Faculty, GSIs, and IAs	Improve and expand website resources	documentation of changes, selected analysis of traffic	Document current structure Make changes through collaborative revision process Create STEM DE&I webpage Ongoing use of blog to share timely resources	Diversity team CRLT-Engin Director Blog editing team	

VI. C. Promoting an Equitable and Inclusive Community



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Key Constituency	Strategic Objective	Measures Of Success	Detailed Actions Planned (measurable, specific)	Group/ persons accountable	Resources needed
Faculty, GSIs, and IAs	Strengthen our existing focus on DE&I across all programs and resources	Content analysis and staff professional development has occurred, self-reports	Maintain DE&I focus in programs Content analysis of program agendas Analyze data from evaluation question focused on DE&I in seminar series Provide professional development for all staff on key DE&I topics	DLC Program managers Assessment director with DLC Diversity team/PD team/retreat coordinators	
Faculty, GSIs, and IAs	Continue to offer range of valuable DE&I explicit workshops	Annual report documentation Data on # of programs, registrants ratings Staff self-reports End-of-session evaluations Follow-up program assessments	Maintain schedule of DE&I workshops Offer and assess pilot course design institute Refine & expand DE&I workshop offerings Explore possibility of designating services with DE&I tab in database Track customized DE&I programs (numbers and evals) CRLT Players' "Distress Signals" and	DLC/Diversity team Diversity team/all staff DLC CRLT Players	



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			<p>“Cuts” offered around campus Jan-Feb</p> <p>Compare DE&I offerings from previous years</p> <p>Update/strengthen GSITO Inclusive Teaching session</p> <p>Clarify PD ‘pathways’ in inclusive teaching</p> <p>Increase targeted programs for lecturers</p>	<p>artistic director</p> <p>DLC/annual report team</p> <p>DLC/GSITO Coordinators</p> <p>DLC/Diversity Team</p> <p>DLC/Leadership team/maybe a lecturer team</p>	<p>possible additional CRLT personnel</p>
Faculty, GSIs, and IAs	Stay well informed about evolving campus needs	documentation of action items	<p>Use focus group analysis and assessment of campuswide and customized programs to inform planning</p> <p>Explore new ways to inform our efforts in DE&I with a wide range of perspectives</p> <p>Review other units’ DE&I strategic plans</p>	DLC/Diversity Team	
Faculty, GSIs, and IAs	Strengthen institutional structures and resources through which CRLT can provide guidance to	Documentation that action items are completed	<p>share and consult about tailored implementation of the framework for professional development</p> <p>Develop flexible resources to assist units in developing PD for</p>	DLC/Implementation Leads	

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	units		instructors Develop guidance for assessing success in inclusive teaching	Diversity team/assessment team	
Faculty and GSIs	Provide support for teaching focused on DE&I	documentation of action items	Work with LSA to support teaching in the Race & Ethnicity requirement	Instructional Consultant for R&E	
Faculty, GSIs, and IAs	Continue collaborations on institutional climate initiatives	documentation of continued collaborations	Programming with Advance and PCLP	CRLT director, CRLT Players artistic director	

Recall that, for our work, domain area D (Service) is a dimension all of the items listed above.

VII. Plans for Supporting, Tracking and Updating the Strategic Plan

The leader(s) of the CRLT Diversity Team will be the key contact for stewardship of the plan in FY18. They will be assisted by the CRLT Director and Administrative Team in tracking and supporting the plan implementation. These individuals will conduct a review of the plan in Fall 2017 with the full staff and will gather feedback and additional ideas to be implemented throughout the year (at staff retreats as well as regular staff meetings). A midyear status report on progress will be presented to the CRLT Admin Team and then full staff in January, and a final evaluation of Year Two success measures, accomplishments against the plan, and Year Three recommendations will be presented to CRLT Admin Team and then full staff in June 2018.