



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

**Diversity, Equity and Inclusion Strategic Plan (Revised for  
Implementation Year 3)  
Five-Year Strategic Objectives, Measures and FY19 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



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leadership and service at the local, national, and international levels.

**Purpose for Diversity, Equity & Inclusion:** CRLT/CRLT-Engin advances a teaching culture that fosters positive learning climates for students and instructors of all backgrounds and social identities, in part through addressing the ways social inequities shape classroom dynamics, experiences of learning environments, and curricula. We highlight inclusive teaching in our programs and consultations, and we offer customized workshops and resources on DEI-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.

### 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*

- See Year 1 and 2 plans for the history of our planning processes.

### 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 an explicit 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.



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- 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.
- 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.
- Follow-up assessments of several key programs, including our customized workshops for schools and departments (checking on changes in teaching practice 6-9 months later), the IT@M workshop series, and the FCIT grants program.

### *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.
- Instructors particularly value professional development opportunities that are sponsored,



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participated in, and/or supported by leadership in their units and that are tailored to the specific teaching contexts of their discipline.

- 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.
- CRLT has identified several challenges to fostering a diverse, equitable, and inclusive workplace within our center. Making progress on these fronts will require regular, intentional staff engagement and learning opportunities.

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

- **attend to student differences, including social identities (e.g., race, ethnicity, gender, gender identity, sexuality, socioeconomic position, religion), background knowledge, and prior educational experience, physical and cognitive ability, and native language;**
- **understand how systemic inequities can shape dynamics in teaching-learning spaces, affect individuals' experiences of those spaces, and influence course and curriculum design in their fields or disciplines;**
- **deliberately cultivate learning environments that seek to rectify those inequities, environments where all students are treated equitably, have equitable access to learning, and feel valued and supported in their learning;**
- **use equitable assessment practices to gauge student learning outcomes and address any patterns of differential outcomes for students across social identity groups.**

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



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nonetheless understand our work to benefit students through improvement of learning environments via our work with instructors.

*Note: As a service unit, all of CRLT/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. Continue to assess the impact of our inclusive teaching programs/services and share information with key constituents about impact.**

**Measures of success: Data gathered on in-session evaluations about expected changes in teaching practice points to positive short-term impact. Data gathered in follow-up assessments of various programs (customized workshops, IT@M, FCIT) demonstrates longer-term effects of learning.**

*FY19 Actions*

1. Complete assessment of FCIT program.
2. Analyze data collected on Seminar Series evaluations in previous 2 years about the success of our ‘embedded’ focus on inclusive teaching.
3. Compile evidence of impact of the range of our inclusive teaching programs into a short, accessible document to share with key constituents.

*Primary DEI Goal: Diversity*

*Other applicable domain: Promoting an Equitable and Inclusive Community*

**Faculty and GSIs**

**Five-Year Strategic Objective 2. 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**



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clients as possible (e.g., add a standard question on registration node asking if accommodations would facilitate full participation in a program; consider mobility needs 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.).

*Measures of Success:* In a periodic 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.

*F19 Actions:*

- 1. Follow up on Summer 2018 retreat activity (staff self-assessment on accessible event planning and facilitation practices) with appropriate resources and additional training.**
- 2. Task area directors to ensure that principles and practices are integrated into regular workflows.**
- 3. Ensure that best practices are incorporated into orientation processes/resources for all new staff**
4. Maintain our focus on accessible web practices as we implement our updated website.

*Primary DEI 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 Aides)**

**Five-Year Strategic Objective 1.** Improve and expand our online resources on diversity, equity, and inclusion. Refine the website to ensure it is easily navigable and responsive to instructor needs and features our most-recent and most-used resources.

*Measures of Success:*



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- Analysis of traffic on a selection of key webpages to assess changes in use. We will track evidence of greater value over time: e.g., lower bounce and exit rates.
- **Strong alignment between online resources and up-to-date resources we regularly use in programs and consultations.**

*FY19 Actions:*

1. Ongoing revision and updating of “Diversity and Inclusion” section of CRLT website by DEI Team members.
2. **Completion of the STEM DEI page housed on CRLT-Engin’s website.**
3. Ongoing use of the CRLT blog as a space to provide guidance and information related to campus diversity and inclusive teaching.
4. **Development of a CRLT Occasional Paper focused on creating accessible classrooms, in (formal and informal) collaboration with various campus partners.**

*Five-Year Strategic Objective 2.* Continue to disseminate research through seminars, workshops, and CRLT Players performances focused on emerging diversity, equity, and inclusion needs on campus. 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.

*FY19 Actions (in addition to relevant items about our programming listed below, under “Promoting an Equitable and Inclusive Community):*

1. **Support DEI Team members in presenting workshops and posters related to CRLT’s work at the POD Conference (our national professional conference for teaching center staff) and possibly other national conferences.**
2. **Partner with LSA-Institutional Support Services to provide a venue for sharing about NINI (New Initiatives/New Infrastructure) grants, in connection with the Faculty Communities for Inclusive Teaching (FCIT) poster fair.**

*Primary DEI 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



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teaching, with the broader goal of supporting an equitable and inclusive educational environment for diverse constituents, both faculty and students, 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 explicit DEI content infused in the program. This continues to be true over time.
- We have utilized a co-facilitation model for DEI-focused workshops, pairing newer and more experienced facilitators.
- We have provided the professional development activities outlined below in item 5.
- Staff members report role-appropriate contributions to programs as well as participation in relevant professional development.

*FY19 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, Preparing Future Faculty programming, Teaching Academies -- review agendas to make sure content/focus is not lost from iteration to iteration.
4. Continue using staff activities reports to provide a space for consultants to document contributions to programs as well as participation in relevant





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professional development, such as attending campus workshops or seminars or participating in conferences that help build DEI capacities.

5. Continued DEI professional development for CRLT/CRLT-Engin consulting staff: ensure that all consultants can contribute to our DEI programming by running DEI-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 DEI 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 DEI-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 DEI evaluation question (explained in Objective C.1) documents continued interest and value of programs.

*FY19 Actions:*

1. Maintain a regular schedule of our highly-evaluated programs: e.g., seminar series workshops (advanced practices, classroom climate, etc.), IT@M, Players sessions, Diversity and Inclusive Teaching 4-part seminar for GSIs (in collaboration with IGR and Rackham), Advance collaborations.
2. Continue to refine and expand our ‘off-the-shelf’ workshop offerings and inventory of shared handouts/activities to respond to customized workshop requests.



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3. **Continue to respond to department and school requests for customized programming in inclusive teaching, offering programs tailored for specific disciplinary settings and faculty groups.**
4. Consider developing online resources to be used for professional development in inclusive teaching for U-M instructors.
5. 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 and share a checklist of accessibility considerations as a reference for all Program Managers when planning a program.
6. 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.
7. Track both CRLT and CRLT-Engin programs: including the total number of registrants/participants, and overall evaluation ratings.
8. In order to clarify ‘pathways’ of professional development for instructors, continue to occasionally differentiate intended audience of our programs. Continue in Seminar Series to offer and specify one ‘foundations’ session as well as 2-3 ‘specialized topics’ sessions.
9. **Increase programs specifically focused on lecturers’ professional development in inclusive teaching: pilot and assess LEO campuswide learning community and LSA New Lecturer Orientation.**
10. **Continue to explore ways to engage undergraduate student consultations in our inclusive teaching programs.**

*Primary DEI Goal:* Inclusion

*Other applicable domain:* Education and Scholarship; Service

***Five-Year Strategic Objective 3.*** Stay well informed about evolving campus needs around DEI in order to provide programs and resources well attuned to current conversations.

*Measures of Success:*

- Provide examples of the ways programs and resources have evolved in response to campus needs over time.
- Continued demand for our services related to DEI.



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*FY19 Actions:*

- 1. Continue the broad range of practices we 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.).**
- 2. Leverage relationships with Liaisons for Inclusive Teaching to learn about specific developments / needs in particular schools and colleges: meet with liaisons individually or in convened meetings (small or large groups).**

*Primary DEI 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.

*FY19 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.
- 2. Ensure all relevant CRLT staff are familiar with the framework and can use it as a tool in planning professional development for instructors at the unit/departamental level.**
- 3. Continue to meet with the Liaisons for Inclusive Teaching in the structures/ groupings that make the most sense for their goals and the University's initiatives around inclusive teaching.**
- 4. Develop and share guidance for individuals and departments about multiple means to assess success in inclusive teaching, especially as units incorporate consideration of inclusive teaching as part of their regular review processes for instructors.**

*Primary DEI Goal:* Inclusion

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*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.

*FY19 Action:*

1. Under the lead of our dedicated instructional consultant, continue to work with LSA to provide focused pedagogical support for instructors (both faculty and GSI) in their Race & Ethnicity requirement.

*Primary DEI 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.

*FY19 Actions:*

1. Continue these collaborations through our established meetings and programs.

*Primary DEI 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.

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

**Five-Year Strategic Objective 3. 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 DEI Goal:* Inclusion

*Other applicable domain:* Promoting an Equitable and Inclusive Community

*FY19 Actions:*

- **Explore the possibility of establishing an all-staff committee or working group dedicated to identifying and offering professional development in DEI (including a focus on how we work together, not just with clients) aligned with our internal strategic objectives.** (This also aligns with Strategic Objective 4.)

**Five-Year Strategic Objective 4. 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 DEI Goal:* Inclusion

*Other applicable domain:* Promoting an Equitable and Inclusive Community

*FY19 Actions:*

- Provide professional development for all staff focusing on DEI issues.

**Five-Year Strategic Objective 5. How CRLT leadership 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 DEI Goal:* Equity

*Other applicable domain:* Promoting an Equitable and Inclusive Community

*FY19 Actions:*

- **Leverage the new Senior Leadership Team (SLT) structure to move forward on developing and communicating to all staff appropriate University and Center resources /pathways for action when climate concerns or bias incidents arise in**

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the workplace. We will solicit guidance and feedback from the Office of General Counsel as we develop protocols and communications related to these topics.

**Five-Year Strategic Objective 6. Who works at CRLT:** Increase success in attracting and retaining colleagues with diverse social identities in all roles, especially those from groups that have traditionally been underrepresented in faculty development.

*Primary DEI Goal:* Diversity

*Other applicable domain:* Promoting an Equitable and Inclusive Community

*FY19 Actions:*

- 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.
- **Continue to refine our hiring practices, using the guidance and resources CRLT colleagues developed for limiting bias in our hiring (e.g., aligning evaluations with specific hiring criteria). As new resources are developed, we will seek guidance and feedback from General Counsel.**
- Where budget allows, continue to take advantage of short-term postdoctoral and pre-doctoral positions to 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:*

- positive feedback about the work environment on future climate surveys, both internal and all-campus
- staff self-reporting that they have engaged in and learned from relevant professional development
- **organizational changes--reporting structures, policies, institutionalized protocols--to align practice with goals**
- **demographic diversity in applicant pools**

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- **success in recruiting and retaining a critical mass of staff from underrepresented groups**

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 and campuswide climate survey results\*

\*Climate Survey Indicators:

- Satisfaction with unit climate/environment in work unit
- Assessment of semantic aspects of the general climate in work unit
- Assessment of semantic aspects of the DEI climate in work unit

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- Feeling valued in work unit
- Feeling of belongingness in work unit
- Assessment of work unit commitment to diversity, equity, and inclusion
- Perceptions of equal opportunity for success in work unit
- Feeling able to perform up to full potential in work unit
- Feelings of professional growth in work unit
- Feelings of discrimination in work unit

**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	Assess impact of programs/services	Eval and assessment data	Complete FCIT program assessment  Analyze Seminar Series data  Compile document	Implementation leads; DLC	
Faculty/GSIs	Use and refresh accessibility principles/practices	review and development has occurred, staff report using the principles	Follow up on Summer 2018 assessment with resources  Ensure principles/practices incorporated into workflow of each area  Incorporate into orientation for all new staff  Maintain focus on accessibility with new website	Implementation leads and SLT      Web redesign team	
Staff (CRLT/CRLT-Engin)	Build a vibrant, inclusive climate	positive feedback on climate surveys; staff self-report	Explore all-staff DEI PD committee	SLT	



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		s of relevant PD			
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	Provide professional development for all staff	SLT / area leads	
Staff (CRLT/CRLT-Engin)	Develop internal communications that reflect commitment to positive climate	Information has been shared in accessible form / range of communications reflect values	Communicate to staff appropriate pathways following climate incidents	SLT	
Staff (CRLT/CRLT-Engin)	Increase success in attracting and retaining colleagues with diverse social identities	diverse pools, successful hiring and retention of critical mass of colleagues from underrepresented groups	Continue best practices for diversifying applicant pool  Continue to refine hiring practices to mitigate bias  Continue to use postdoc positions to mentor colleagues new to the field of faculty development	SLT / hiring committees	

**VI. B. Education and Scholarship**

<b>Key Constituency</b>	<b>Strategic Objective</b>	<b>Measures Of Success</b>	<b>Detailed Actions Planned (measurable, specific)</b>	<b>Group/ persons accountable</b>	<b>Resources needed</b>
Faculty, GSIs, and IAs	Improve and expand website resources	selected analysis of traffic, alignment	Ongoing revision and updating of DEI webpages  Complete STEM DEI	DEI Team members  CRLT-Engin	

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		between online and best resources	webpage Ongoing use of blog Development of Occasional Paper on accessibility	Director DEI Director	
Staff	Continue to disseminate research	Activities completed	Support DEI Team presentations at national conferences  Partner with LSA-ISS on NINI grant presentations	SLT  FCIT Project Managers	

**VI. C. Promoting an Equitable and Inclusive Community**

<b>Key Constituency</b>	<b>Strategic Objective</b>	<b>Measures Of Success</b>	<b>Detailed Actions Planned (measurable, specific)</b>	<b>Group/ persons accountable</b>	<b>Resources needed</b>
Faculty, GSIs, and IAs	Strengthen our existing focus on DEI across all programs and resources	Content analysis and staff professional development has occurred, self-reports	Maintain DEI focus in programs  Update of GSITO Inclusive Teaching  Content analysis of program agendas  Continue to ask consultants to note DEI PD activities in activities reports  Provide professional development for all consulting staff on key DEI topics	Consultants/Program managers  DEI Team  Program managers  SLT  DEI Team / SLT	

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Faculty, GSIs, and IAs	Continue to offer range of DEI explicit workshops	<p>Annual report documentation</p> <p>Data on # of programs, registrants ratings</p> <p>Staff self-reports</p>	<p>Maintain schedule of DEI workshops</p> <p>Refine &amp; expand DEI workshop offerings</p> <p>Continue to respond to customized requests</p> <p>Explore online possibilities</p> <p>Develop and share checklist for PM around accessible facilitation</p> <p>Continue offering key Players sketches for multiple audiences</p> <p>Track customized DEI programs</p> <p>Differentiate PD 'pathways' for instructors</p> <p>Explore possibility of designating services with DEI tab in database</p> <p>Pilot and assess LEO learning community and LSA NLO</p> <p>Continue to explore ways to engage undergraduate student</p>	<p>DLC / DEI team</p> <p>DEI Implementation leads</p> <p>Players artistic director</p> <p>DLC, Players staff, CRLT-Engin staff</p> <p>DEI Team</p> <p>SLT</p> <p>Project managers of these programs</p> <p>DLC/DEI Team</p>	
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			consultants		
Faculty, GSIs, and IAs	Stay well informed about evolving campus needs	documentation of action items	Continue practices (committee collaborations, consultations, etc.)  Leverage relationships with Liaisons for Inclusive Teaching	All staff  DEI Implementation Leads/ DLC	
Faculty, GSIs, and IAs	Strengthen institutional structures and resources through which CRLT can provide guidance to units	Documentation that action items are completed	share and consult about tailored implementation of the framework for professional development  Ensure relevant staff know framework  Continue meeting with LITs as makes most sense  Develop and share guidance on assessing inclusive teaching	DEI Implementation Leads/ DLC  DEI Implementation Leads/ DLC  DEI Implementation Leads/ DLC  Executive director, Director of Assessment, DEI Implementation Leads	
Faculty and GSIs	Provide support for teaching focused on DEI	documentation of action items	Continue work with LSA to support teaching in the Race & Ethnicity requirement	Instructional Consultant for R&E	
Faculty, GSIs,	Continue	documentation	Continue programming	Executive Director,	

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and IAs	collaborations on institutional climate initiatives	of continued collaborations	with Advance and PCLP	CRLT Players artistic director	
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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 DEI Implementation Leads will be the key contact for stewardship of the plan in FY19. They will be assisted by the CRLT Executive Director and Senior Leadership Team in tracking and supporting the plan implementation.

A midyear reminder of key action on progress will be presented to the CRLT Senior Leadership Team and then full staff in January. We'll review the year 3 reporting/year 4 plan development with the Senior Leadership Team in May/June 2019.