

CRLT's Diversity, Equity & Inclusion Strategic Plan: *Widening Our Reach, Deepening Our Connections*

What the DATA said

Extensive existing programs and resources

- Both explicit and embedded
- Both discipline specific and campuswide

Increasing demand across campus

- From individuals, departments, schools, and colleges
- For resources, services, and programs

Finite CRLT capacity

- Limited staff but excellent existing partnerships
- Core aspect of our mission but other demands on our resources

Overarching OBJECTIVE:

Partnering with departments, schools, and colleges to design and sustain professional development support for all instructors, to enhance their skill with and commitment to inclusive teaching:

- attending to student differences, including social identities, background experience, physical and cognitive ability, and native languages
- deliberately fostering classroom dynamics and pedagogical practices that effectively support the learning of all students
- understanding and alleviating patterns of inequity in teaching and learning environments
- leveraging student diversities to maximize learning, including skill in working effectively with diverse peers
- assessing student learning outcomes and experiences to discern effectiveness across different student populations

INITIATIVES at the individual, department, college, and university levels

Inclusive Teaching @ Michigan seminar series

- 18 workshops over 3 weeks in May
- 356 participants from 19 schools and colleges

**CRLT SUPPORT FOR DIVERSITY & INCLUSIVE TEACHING**

According to U-M instructors who participated in CRLT workshops on inclusive teaching, "The most important thing I learned in this workshop was..."

To be intentional

... to think through my goals for positive instructor-student interactions

... to think harder about getting different voices into the room

... to think in a more inclusive way when implementing technology in the classroom

To practice first

... to think through how I might handle the concerns of a student who reaches out to me as an instructor

... the importance of thinking through hard scenarios and practice formulating things you would say

... that the best way to prepare is to talk through scenarios with colleagues with differing viewpoints

To respond thoughtfully

... that being an ally requires doing something, not just saying you are one, but that is a start

... how important our reactions to students are to their feeling heard, seen, and understood

... concrete strategies for responding to problematic comments in class

To reflect often

... that there is a need for continued self-reflection on situations that might impact classroom climate

... to remember my positionality as I reflect on my impact

... that teaching inclusively is a mindset. You can't think about it once and be done

Faculty Communities for Inclusive Teaching (FCIT)

Up to \$1000 for projects bringing faculty together to learn about inclusive teaching practices

- 20 projects over the first 2 years
- Over 20 departments and 100s of faculty

Conversations were vibrant and inspiring, and, as we had hoped, people who might even be described as skeptical came and engaged. My sense is that many people who attended would not on their own have initiated these kinds of conversations, or formed groups to discuss inclusive teaching, but they were willing to come and check it out.

Though this is the smallest grant I have ever received, it has had the greatest impact.

Framework for Instructor Professional Development

Flexible


Sustainable

Leveraging Existing Resources

Expected Components of Professional Development	Goals of this component	Sample options for completing this expectation
I. Orientation to Teaching at UM	1. Learning about campus climate, student demographics, and UM student support resources 2. Raising awareness of and empathy for the specific challenges UM students may experience 3. Planning for the start of an inclusive class (e.g., syllabus preparation, preparation for the first days of class)	<ul style="list-style-type: none">• Attending New Faculty Orientation AND• Participating in a syllabus or first days planning workshop focused on inclusivityOR• Completing an online syllabus tutorial focused on inclusivityOR• Participating in online interactive groups focusing on diversity and inclusion-peer coaching or mentoring by senior faculty on first days
II. Applying key concepts and enhancing skills	Engaging with a range of concepts and strategies, which could include any or all of these: <ul style="list-style-type: none">• Strategies for inclusive teaching• Leveraging student experiences and backgrounds to enhance learning• Using student groups effectively• Addressing conflict or "hot moments" in the classroom• Understanding and mitigating stereotype threat	Participation in evidence-based professional development sessions focused on diversity and inclusion (e.g., topics outlined in the middle column). Schools/colleges to determine expectations. For example: <ul style="list-style-type: none">• New Faculty Orientation concurrent sessions• CRLT/CRLT-Engin seminar series• Peer teaching forums/Faculty learning communities/Teaching circles• Departmentally-sponsored discussions/seminars• CRLT Players programs on teaching• Online workshops
III. Reflecting on Practice	<ul style="list-style-type: none">• Receiving and reflecting upon feedback on one's own inclusive teaching practiceOR• Learning from the teaching practices of others	<ul style="list-style-type: none">• Practice teaching/microteaching focused on inclusive teaching, dialogue skills, etc.• Midterm student feedback and classroom observation• Classroom observation-by peer or consultantOR• Watching experienced teachers and debriefing with them• Videotaping and discussing own practice


Faculty Liaisons for Inclusive Teaching

Expanding campus capacity by providing resources and support to representatives from all schools and colleges

**CRLT SUPPORT FOR DIVERSITY & INCLUSIVE TEACHING**


Through programs, consultations, and resources, the Center for Research on Learning and Teaching (CRLT) helps cultivate teaching-learning environments where instructors and students of all identities and backgrounds can excel.

The Research Basis for Inclusive Teaching

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Inclusive Teaching Reflection

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Discussing Inclusive Teaching with Your Colleagues