

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

**Diversity, Equity and Inclusion Strategic Plan
(Revised for Implementation Year 5)
Five-Year Strategic Objectives, Measures and FY21 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 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. Implementation Highlights and Planning Process Used

This year, we continued our focus on facilitating awareness and sense of ownership of the plan among CRLT colleagues (both new and ongoing) . We continued processes established the previous year to systematically solicit input for plan reporting and revision from leaders across CRLT areas. We also engaged the whole staff in a review of our internal section of the plan, building awareness of and sense of connection to the plan. As a general reflection on implementation, we've accomplished a lot over the past four years, and we still have much work to do.

Some implementation highlights from the last year include...

- Expansion of Foundational Course Initiative: In May 2019 FCI began its three-year redesign partnership with 5 new courses from an array of fields: Mathematics, Movement Science, Biology, Business Administration and Engineering. In May 2020 FCI onboarded an additional group of courses, which deepened CRLT's work with Mathematics, Biology, and Engineering while establishing new partnerships with the Department of Linguistics and Program in the Environment. FCI's long-term collaborative course design process begins each year with a summer Course Design Institute (CDI). This year's CDI was converted to an online training in response to the global pandemic. Our consultants designed sessions that centered questions of inclusion, equity, and access more explicitly as part of the course redesign process. In the 2019 academic year, 28.6% of undergraduates enrolled in FCI courses and, since it began in the 2018 academic year, a total of 12,807 students have taken the FCI-

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redesigned courses.

- Expansion of support for teaching of Race & Ethnicity courses in LSA: In collaboration with LSA, CRLT also offered a set of programs for instructors who teach courses that fulfill the College of Literature, Science, and the Arts' (LSA) race and ethnicity (R&E) requirement. This year's support included two GSI learning communities in Fall and Winter terms (engaging a total of 34 GSIs across 5 schools and 15 departments), a new R&E focused cohort of Graduate Student Instructional Consultants, a Winter '20 lunch program for faculty teaching R&E courses (engaging about 45 instructors), a new R&E-focused workshop for the CRLT fall and winter seminar series and customized workshops for faculty units across campus.
- CRLT Players work related to climate: The CRLT Players offered 6 day-long sessions to a total of 384 campus leaders on creating climates resistant to sexual harassment. These sessions focused on enhancing leaders' understanding of sexual harassment, expanding their capacity to recognize and respond to problematic behavior, and providing leadership teams with the structured planning time to plan unit-specific interventions. The theatre program also created a series of video case studies (47+ minutes of material) to support modules on student identity and classroom climate for an NSF-funded MOOC about Inclusive Teaching for STEM educators.

Implementation Lead(s) for year 5: Victoria Genetin and Tershia Pinder-Grover

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

Planning Process Summary

- See Years 1-3 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 informed our initial strategic planning process.

- Participant evaluations of large programs with an explicit focus on inclusive teaching. For instance:
 - Numerical data from the GSI Teaching Orientation session on “Inclusive

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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.
- 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

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(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, 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.

During the implementation period, we've continued to gather and analyze similar sorts of data, including, for example, program assessments (e.g., FCIT grant, LEO Inclusive Teaching program, IT@M), participant evaluations of individual workshops, and participant pre-/post-self-assessments of learning as a result of our programs (e.g., in several different Players programs, the DIT program, and the LSA Teaching Academy). We also continue to engage in various sorts of needs assessments, including both informal tracking of instructor requests and formal tracking of participation numbers and trends, numbers of both initial and repeat requests for programming, and various sorts of direct surveying of prospective participants in our programs. Related to internal climate goals: we used a range of processes to solicit input and feedback from staff on processes affecting workplace climate. For instance, the recommendations of our working group on all-staff professional development were informed by survey data collected from across CRLT/CRLT-Engin, and several of our action items are informed by feedback on our new (March 2018) organizational structure (which was motivated in part by the need to develop closer supervisory relationships to better understand the career needs and experiences of our growing diverse staff).

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.*

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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 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 programs/services on inclusive teaching and institutional climate and share information with key constituents about

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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, Players sessions) demonstrates longer-term effects of learning.

FY21 Actions

1. Continue to compile and share information about the impact of our range of inclusive teaching programs via short, accessible documents.
2. Through the Foundational Course Initiative, continue to analyze the impact of course redesign and instructional experiments/interventions designed to narrow identity-related performance gaps (related to race, gender, first generation status, and SES) in large foundational courses.
3. Work with COE to gather data about the range of inclusive teaching practices currently implemented by faculty in the college.

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 clients as possible.

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.

FY21 Actions:

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1. **Continue the work of the Center's working group on accessibility by completing and disseminating accessibility guidelines for external clients who host CRLT and CRLT Players programs.**
2. Ensure that accessibility best practices are incorporated into orientation processes/resources as well as workflow for all new staff and that event planning staff receive relevant training around accessible events.

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 and print resources on diversity, equity, and inclusion.

Measures of Success:

- 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.

FY21 Actions:

1. **Development and dissemination of digital resources supporting inclusive teaching in a remote setting.**
2. Development of resources related to inclusive teaching in clinical health care settings.
3. Ongoing revision and updating of "Diversity and Inclusion" section of CRLT website by DEI Team members.
4. Continual improvement of the STEM Inclusive Teaching page housed on CRLT-Engin's website.

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5. Ongoing use of the CRLT blog as a space to provide guidance and information related to campus diversity and inclusive teaching.
6. Ongoing improvement of our website design with DEI considerations in mind.

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, equity, and inclusion in teaching and learning through participation in national professional organizations, presentations at conferences, and publication of relevant scholarly articles.

FY21 Actions (in addition to relevant items about our programming listed below, under "Promoting an Equitable and Inclusive Community"):

1. **Continue to develop and disseminate resources that support instructors in attending to DEI concerns arising in relation to both remote teaching and the COVID-19 pandemic.**
2. Support CRLT staff in presenting workshops and posters related to CRLT's DEI work at the ~~POD Conference~~ (our national professional conference for teaching center staff) and other national conferences.
3. Continue to support the development of an inclusive teaching in STEM MOOC, based on a 5-year NSF-funded IUSE grant.
4. Collaborate with faculty leaders of the SEISMIC project, a multi-institutional education research and development collaboration designed to mitigate equity concerns in large STEM courses.

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 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:

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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.

FY21 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. Maintain a group of staff trained to implement GSITO session on “Inclusive Teaching in the First Days and Beyond”; offer this in sessions of 40 or less to facilitate broad engagement when orientations are held in-person.
3. **Develop and implement a tool that guides leads of major CRLT programs to conduct regular DEI-related reviews of CRLT programs, as well as a process for planning and implementing reviews.**
4. Continue using staff activities reports to provide a space for consultants to document contributions to programs as well as participation in relevant 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

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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.

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.

FY21 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 track both CRLT and CRLT-Engin programs: including the total number of registrants/participants, and overall evaluation ratings. Continue to respond to department and school requests for customized programming in inclusive teaching, offering programs tailored for specific disciplinary settings and faculty groups.
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. Consider developing online resources to be used for professional development in inclusive teaching for U-M instructors.

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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). Refine and integrate into our work a checklist of accessibility considerations as a reference for all Program Managers when planning a program.
6. In order to clarify ‘pathways’ of professional development for instructors, continue to occasionally differentiate intended audience of our programs (e.g., instructors more and less experienced with conversations about inclusive teaching).
7. Continue to offer programs specifically focused on lecturers’ professional development in inclusive teaching, including the LEO inclusive teaching program (**if funded**) and LSA New Lecturer Orientation.
8. Implement Year 3 of the Foundational Course Initiative.
9. **As public health guidance allows, continue to facilitate leadership sessions with key administrators on sexual and gender harassment.**

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.

FY21 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, review of data collected about student experiences of learning, etc.).
2. Review other units’ DEI strategic plans to understand where CRLT has been cited as a partner in implementing plan goals.
3. 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) as need warrants.

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4. Through FCI, perform data analysis on privilege gaps in large introductory courses to inform equitable course redesign.
5. In CRLT's contributions to the University-wide accreditation process, maintain a focus on DEI and inclusive teaching.

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 -- and assess success with -- inclusive teaching for new and continuing faculty.

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

FY21 Actions:

1. 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.
2. Continue to respond to requests for guidance for individuals and departments about multiple means to assess success in inclusive teaching -- and, more generally, to evaluate teaching in ways that are transparent and attuned to possible effects of bias and discrimination.

Primary DEI 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, inclusion, and/or justice.

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

FY21 Actions:

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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 (R&E) requirement.
2. Continue to offer a learning community for GSIs teaching courses that meet the R&E requirement (**contingent upon funding**).
3. Explore possibilities for building a faculty learning community or institute focused on R&E pedagogy.
4. Leverage CRLT staff disciplinary specializations to respond to consultation requests from instructors teaching in such areas.

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 identities and backgrounds can excel.

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

FY21 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.

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

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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

FY21 Actions:

- **Building on efforts from the Community Team, Internal Communications Working Group, SLT to maintain community while working remotely and explore approaches and resources that will help staff navigate conflict in remote and in-person settings**
- **Using lessons from emergency remote work to create more flexible policies that expand opportunities for working from home upon an eventual return to working in the office.**
- Implement recommendations of the all-staff DEI Professional Development Team.
- Continue asking all staff to identify their contributions to and goals for DEI in their annual activities reports; directors provide guidance around how to prepare for and respond to this request.

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

FY21 Actions:

- Provide professional development for all staff focusing on DEI issues (including the action items cited in Strategic Objective 3).

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

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Other applicable domain: Promoting an Equitable and Inclusive Community

FY21 Actions:

- Continue practices of including information relevant to the Center's DEI commitments in the onboarding of new staff: e.g., orientation to the DEI Strategic Plan, published guidance around responding to negative climate incidents, etc.
- Periodically recirculate and/or discuss key policy documents that communicate to continuing staff the Center's commitments around DEI and connect staff to critical resources.
- Continue to utilize and, where relevant, develop promotion pathways that signal the importance of DEI to both staff career development and well-being.
- **Develop policies/protocols based on best practices for implementing accommodations needs for continuing and new employees.**

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

FY21 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.
- **Implement recommendations of external reviewer for increasing equity in our hiring practices. As new resources are developed to guide searches, we will seek guidance and feedback from General Counsel.**
- Continue to leverage the SLT/area director structure to provide tailored mentorship to help staff thrive in their work as part of our efforts to retain a broad

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range of employees.

- While abiding by legal requirements to offer equitable professional development opportunities to all of our staff, we want to be deliberate about supporting identity-aware networking and mentoring opportunities for staff, particularly those who are members of groups underrepresented at CRLT and in their professional fields -- a best practice supported by research on retention and professional satisfaction of employees in underrepresented groups. This includes, for example, being supportive of staff members' professional connections with colleagues outside the center (both at U-M and beyond) who share salient identities, perspectives, and professional roles/responsibilities.
- Support the leadership development of the diverse range of staff who aspire to a variety of leadership roles.

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
- 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

Strategic Objective 7: Educate our community on sexual and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to

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work, learn, and thrive.

FY21 Actions:

- **Support central efforts to educate faculty, staff, and students on the forthcoming University of Michigan Policy on Sexual and Gender-Based Misconduct Prevention ("umbrella policy").**
- **Develop and socialize unit-specific value statements that align and reinforce the forthcoming university level values that promote culture and climate change consistent with both the Diversity, Equity & Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway.**

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



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- Assessment of semantic aspects of the DEI climate in work unit
- 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

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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	Assess impact of programs/services	Eval and assessment data	Compile short docs on impact FCI analysis Collaboration with COE	Implementation leads; DEI area lead FCI director CRLT-Engin director	
Faculty/GSIs	Use and refresh accessibility principles/practices	review and development has occurred, staff report using the principles	Disseminate accessibility guidelines for external clients Ensure principles/practices incorporated into orientation and workflows	Area directors Area directors	
Staff (CRLT/CRLT-Engin)	Build a vibrant, inclusive climate	positive feedback on climate surveys; staff self-reports of relevant PD	approaches and resources to help staff navigate conflict Create flexible work from home policies with input from HR Implement all-staff working group recommendations	SLT	

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			DEI in activities reports		
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 directors	
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	Include relevant info in onboarding Recirculate key docs Use and develop promotion pathways that signal DEI commitments Best practices for implementing accommodations informed by campus partners	SLT / area directors	
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 Implement best practices from external reviewer for increasing equity in hiring Provide tailored mentorship to retain diverse staff Support networking beyond	SLT / hiring committees SLT/working group Area directors	

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			CRLT Support leadership development		
Staff	Educate our community on sexual harassment and misconduct prevention.	All staff have completed training	Support educate staff on the forthcoming “umbrella policy” on sexual and gender-based misconduct Develop and socialize unit-specific value statements	SLT	

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 print and website resources	selected analysis of traffic/use, alignment between online and best resources	Development of digital resources for inclusive teaching in a remote setting. Development of clinical inclusive teaching resources Ongoing revision and updating of DEI webpages Launch/improvement of STEM DEI webpage Ongoing use of blog + improvement of website	Authors and DEI area director (as sponsor) DEI Team members CRLT-Engin Director DEI Director/communications director	
Faculty, GSIs, and	Continue to disseminate	Activities	Continue to develop resources that support	SLT	

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IAS	research	completed	<p>instructors in attending to DEI concerns arising in remote teaching +COVID-19 pandemic.</p> <p>Support staff presentations at national conferences</p> <p>Continue to contribute to IUSE MOOC</p> <p>Collaborate on SEISMIC</p>	<p>STEM MOOC team</p> <p>Executive Dir and FCI Dir</p>	
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VI. C. Promoting an Equitable and Inclusive Community

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 DEI across all programs and resources	Content analysis and staff professional development has occurred, self-reports	<p>Maintain DEI focus in programs</p> <p>Maintain new GSITO Inclusive Teaching format</p> <p>Develop a tool to conduct regular DEI-related reviews of CRLT programs</p> <p>Continue to ask consultants to note DEI PD activities in activities reports</p> <p>Provide professional</p>	<p>Consultants/Program managers</p> <p>GSITO Team / DEI Team</p> <p>Sponsors and program leads</p> <p>SLT</p> <p>DEI Team / SLT</p>	

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			development for all consulting staff on key DEI topics		
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. Track the programs. Respond to customized requests.</p> <p>Refine & expand off the shelf workshop offerings</p> <p>Explore online possibilities</p> <p>Refine and integrate checklist for PMs around accessible facilitation</p> <p>Differentiate PD ‘pathways’ for instructors</p> <p>Continue programs for lecturers</p> <p>Implement FCI</p> <p>Offer key Players sketches multiple times</p> <p>Develop session for Leaders on sexual harassment</p> <p>As public health guidance allows,</p>	<p>DLC / DEI team</p> <p>FCI Director</p> <p>Players Director</p>	

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			continue to facilitate leadership sessions with key administrators on sexual and gender harassment.		
Faculty, GSIs, and IAs	Stay well informed about evolving campus needs	documentation of action items	Continue practices (committee collaborations, consultations, etc.) Review other units' plans Leverage relationships with Liaisons for Inclusive Teaching FCI data analysis Maintain DEI focus on accreditation contributions	All staff DEI Implementation Leads/ DLC FCI Director and Team Executive Director Director of Assessment	
Faculty, GSIs, and IAs	Strengthen institutional structures and resources through which CRLT can provide guidance to units	Documentation that action items are completed	Continue meeting with LITs as makes most sense Develop and share guidance on assessing inclusive teaching	DEI Implementation Leads/ DLC Executive director, Director of Assessment, DEI Implementation Leads	
Faculty and	Provide support for	documentation	Continue work with LSA to support	Instructional	

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GSI	teaching focused on DEI	of action items	teaching in the Race & Ethnicity requirement Continue GSI learning community Explore faculty learning community Leverage disciplinary expertise in responding to consultation requests	Consultant for R&E DLC / DEI Area director	
Faculty, GSIs, and IAs	Continue collaboration s on institutional climate initiatives	documentation of continued collaborations	Continue programming with Advance and PCLP	Executive 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 DEI Implementation Leads will be the key contact for stewardship of the plan in FY21. 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. We'll review information for reporting with the Senior Leadership Team in May/June 2021.