

PRELIMINARY AND ADVISORY
PRIVILEGED AND CONFIDENTIAL

Center for Research on Learning and Teaching (CRLT)

Diversity, Equity and Inclusion Strategic Plan | FY 2024

Strategic Plan Overview

Selected text from President's Diversity, Equity & Inclusion Charge:

In the President's Charge, President Ono activates a set of values for the community:

- "We must act with deliberateness and humility as we seek to respect and leverage diversity, ensure equity, and promote inclusion.
- We must examine and learn from the outcomes of our past efforts and work to improve them.
- We must act on our commitment, in accordance with the law, to contribute to a just society and to affirm the humanity of all persons."

We at CRLT are committed to living out these values in our internal unit planning and everyday work experiences, at the same time that we espouse these values in the products and processes we promote in our external work at the University of Michigan. Throughout this plan, we will explain how these values align with our Center's philosophy as well as the ways in which we will activate them in our work.

Goals [Diversity Equity & Inclusion]:

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 [Mission, Vision, Values of CRLT]:

The Center for Research on Learning and Teaching (CRLT) is driven by a desire to make higher education spaces as equitable as possible. Our mission to support and advance evidence-based learning and teaching practices and the professional development of all members of the campus teaching community cannot take place without a fundamental valuation of every member of our campus community and a recognition of the historical inequities that may differently affect our constituents. We work to incorporate Equity-focused Teaching elements in all of our programming, while also maintaining a robust slate of offerings that specifically target barriers to equity in higher education. We offer services that counsel academic leaders, instructors, and administrators in practices that can increase equity in their spaces and improve the institutional climate. We work to institutionalize a focus on Diversity, Equity, Inclusion, and Justice in our labor and continually stay at the forefront of national conversations on these topics.

CRLT also recognizes that the inequities that exist in the larger higher education community may also be present in our space. We commit to acknowledging any barriers and inequities that may exist for staff, and to conceptualizing and promoting ways of working together that will progress our values internally. This kind of validation and labor are the necessary components of change-making, and we commit to doing this at the same time we guide other members of our community in doing so.

Key Strategies & Constituencies:*

In the following report, CRLT takes a two-pronged focus: **internal-facing labor** that affects CRLT staff as the key constituents, and **external-facing labor** that affects campus instructors and academic leaders as the key constituents. The strategic objectives under “People” all refer to recruiting and developing our internal staff at CRLT. The strategic objectives under “Products” and “Processes” all refer to the ways that CRLT support and develop individuals external to our office: instructors (faculty, graduate student instructors, undergraduate student instructors, postdocs, etc.) and academic leaders. There is also one strategic objective under “Process” that focuses on developing a positive work climate for CRLT staff. Under each strategic objective, we include action items that represent work that CRLT is undertaking **over the next year** to pursue efforts in that area. We also include metrics of success that will help to measure the implementation of those actions and strategies, allowing for growth and change over the next 5 years.

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

Planning Process Used

Planning Lead(s):

Tershia Pinder-Grover

Victoria Genetin

Christine Simonian Bean

Matt Kaplan

Planning Team:

The planning team is primarily the DEI implementation leads in conversation with CRLT's Senior Leadership Team (SLT). The SLT members are as follows:

- Operation & Events (O&E)- Michelle Getchell
- Education and Assessment Services (EDAS) - Malinda Matney
- CRLT in Engineering (CRLT-Engin) - Tershia Pinder-Grover
- CRLT Players (Players) - Sara Armstrong
- Foundational Course Initiatives (FCI) - Denise Galarza Sepúlveda
- Business Administration- Brian Konz
- Assistant to the Senior Leadership Team - Ryan Hudson

Planning Process Summary:

To create our DEI 2.0 strategic plan, our DEI implementation leads (Bean, Genetin & Pinder-Grover) and CRLT's executive director (Kaplan) leveraged our prior DEI 1.0 activities (both internal and external) and our evaluation year (2021-2022) data analysis, including climate survey data. The leads shared this information with all CRLT staff, and received feedback on what felt important to focus on moving forward. Based on this information, the DEI leads drafted strategic objectives and some action items. They shared this information with CRLT's senior leadership team (SLT) to receive their feedback and align with other strategic priorities. Upon SLT approval, the DEI implementation leads met with each of the areas within CRLT (Operations & Events, CRLT Players, CRLT-Engin, Foundational Course Initiative, Education and Assessment Services) to receive their feedback on strategic objectives and gather their input on "Product"-level action items (action items for "Process" and "People" were already drafted). The DEI implementation leads integrated this feedback as well as the data collected from the Emergence Collective Strategic Planning process* to finalize the DEI 2.0 strategic plan.

*Note: the Emergence Collective process indicates a separate strategic planning process CRLT engaged in with an external group to develop 5-year goals for CRLT more broadly)

Data and Analysis: Key Findings

Summary of Data:

We used a variety of data sources in developing our plan. We reviewed results of the campus climate survey as well as staff suggestions for following up on those results in order to address climate concerns and promote a positive work climate. We also reviewed our practices around all phases of the hiring process in our efforts to further implement an equity-focused approach to searching for new colleagues. We also reviewed the resources and offerings around internal professional development for DEI work. Both of these informed the "People" goals below. We reviewed the major external programming we have offered to determine how those workshops, learning communities, and other offerings addressed DEI goals around campus climate (mostly reflected in "Process," through CRLT Players work and the Provost's Campus Leadership Program) and around innovative teaching and learning in a wide range of programs across all of CRLT's areas

(reflected in “Products,” below). We are currently engaged in a strategic planning process (mentioned above) that will provide additional insights and potential future goals that will inform our plan.

Key Findings, Themes and Recommendations:

Based on our review of data, it is clear that CRLT is deeply engaged in DEI work and that the question now is how to build on and deepen those efforts internally and externally. Externally, CRLT is viewed by academic units and individual instructors as a key resource for their own DEI efforts. One implication of this is whether we have the capacity to continue to meet what will no doubt be growing needs for our services in the DEI 2.0 range.

Strategic Objectives, Measures of Success and Action Plans*

Introduction:

The Center for Research on Learning & Teaching plan covers staff, instructors [e.g., faculty, graduate student instructors (GSIs), undergraduate instructors, and postdocs], academic leaders, and academic units. The strategic objectives needed to further the university-wide goals of diversity, equity, and inclusion have been aggregated into three distal objectives determined by the University. Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of single and multiple-year actions we will take to accomplish those objectives. For additional detail on assignments, timelines, and accountabilities, see the Action Planning Table.

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

PEOPLE (Recruit, Retain & Develop a Diverse Community)

U-M Definition: Strategies and action items for **People** are designed to bolster and extend the work of all units by introducing effective programs and procedures aimed at recruiting, retaining, and supporting a diverse campus community. DEI-related recruitment and retention efforts across campus reflect the varied needs and goals of specific units and groups.

Strategic Objective 1 (Internal staff): To review, revise, and implement policies, practices, and procedures related to the lived experience and career trajectory of a CRLT employee (recruitment, hiring, onboarding, mentoring, promotion, and career advancement) in order to support and retain CRLT’s staff, and recruit and retain a diverse workforce.

- **Action item:** To complete the Racial Equity in Hiring (REH) handbook, the resource guide, and externally facing website; continue using the REH recommendations regularly in searches; and finalize processes to review it annually with all staff.*
- **Action item:** To begin reviewing the next stage of the life-cycle of a CRLT employee – onboarding/mentoring processes – in order to develop and standardize equitable practices across all CRLT areas.*

**Recall that all strategic objectives and related actions will be pursued in accordance with the*

law and University policy.

Metrics:

- **Strategic Objective 1 (Internal staff):** To review, revise, and implement policies, practices, and procedures related to the lived experience and career trajectory of a CRLT employee (recruitment, hiring, onboarding, mentoring, promotion, and career advancement) in order to support and retain CRLT’s staff, and recruit and retain a diverse workforce.
 - Implement annual hiring training & track how many people have gone through the training.
 - Track how many searches have used the racial equity in hiring guidance.
 - Analyze U-M HR provided new staff demographics (e.g., age, generation, sex, ethnic group, citizenship, FTE, years in service and assess makeup of applicant pools) and available applicant pool demographics (e.g., gender, minority status, ability, veteran status) since fall 2021 for equity gaps, in accordance with federal contractor requirements.

Primary DEI Goal: *Diversity*

PROCESS (Create an Equitable and Inclusive Campus Climate)

U-M Definition: Strategies and action items for **Process** are designed to support and strengthen the development of policies, procedures, and practices that create an inclusive and equitable campus climate and encourage a culture of belonging in which every member of our community can grow and thrive. **For CRLT this means partnering with individual instructors and academic units as they develop and implement policies and practices that advance equity in academic units and the wider institutional climate. It also includes processes that we use internally to create a positive work climate at CRLT.**

Strategic Objective 1: To advance equity in academic units and the wider university, with a particular focus on faculty work-life and departmental/institutional climate.

- **Action item:** To provide CRLT Players sessions as part of ongoing institutionalized school/college efforts to ensure equitable approaches to Tenure and Promotion processes.
- **Action item:** To provide programs for academic leaders on creating equitable climates in their departments, schools, or colleges, institutionalized through the Provost’s Campus Leadership Program.
- **Action item:** To maintain and advance the collaboration between the CRLT Players and Equity, Civil Rights and Title IX (ECRT) Office’s Prevention Education, Assistance, and Resources (PEAR) department on ways to institutionalize programming to create climates resistant to sexual harassment.
- **Action item:** To develop programming in collaboration with LSA to support Lec IVs with supervisory responsibilities.

- **Action item:** To explore opportunities to make the CRLT Players session *How Do We Begin: A Historical Reckoning with Anti-Black Racism at U-M* more widely available for the university community.

Strategic Objective 2 (Internal Staff): To advance a positive work climate at CRLT.

- **Action Item:** To collaboratively across staff create, implement, and socialize mechanisms to promote a positive climate; increase transparency and information flow; and address climate concerns and promote their resolution (e.g., regular, low-stakes structured feedback conversations between leadership and staff, Executive Director one-on-ones).
- **Action Item:** To revise a document that focuses on contributing to a positive working environment, which includes a pathway for conflict resolution
- **Action Item:** To institutionalize full-staff knowledge and skill development around important and emerging issues related to Diversity, Equity, Inclusion, and Justice (e.g. disability justice, racial equity in the academy, etc.) facilitated by the work of the All-Staff DEI PD team.

Constituencies: Academic leaders, instructors, academic units (for strategic objective 1), and CRLT Staff (for strategic objective 2)

Metrics:

Strategic Objective 1: To advance equity in academic units and the wider university, with a particular focus on faculty work-life and departmental/institutional climate.

- Track number of programs offered to support institutional climate.
- Analyze program evaluation data for collaborations with CRLT Players & ECRT’s PEAR department to gauge participation and impact on units.
- Analyze program evaluation data for collaborations with LSA lecture IV support to gauge participation and impact on participants.

Strategic Objective 2 (Internal staff): To advance a positive work climate at CRLT.

- Analyze the percentage of staff who participated in the full-staff knowledge and skill development around important and emerging issues related to DEI.
- Distribute a completed document that focuses on contributing to a positive working environment, which includes U-M pathways for conflict resolution
- Develop and analyze results from a brief baseline survey that draws from the university-wide climate survey and our internal work from DEI 1.0.

Primary DEI Goal: *Equity (strategic objective 1) and Inclusion (strategic objective 2)*

PRODUCTS (Support Innovative and Inclusive Teaching, Research, and Service)

Strategies and action items for **Products** are designed to integrate DEI solutions into our educational program offerings and teaching methodology, and to ensure scholarly research on diversity, equity, and inclusion, and the scholars who produce it, are valued and supported. **For CRLT, this means the way we provide support for innovative and inclusive teaching for instructors.**

Strategic Objective #1: To provide robust campus-wide and discipline-specific programming for individual instructors and academic units on a range of topics related to creating inclusive & equitable teaching and learning environments

Actions:

- **Action item:** To provide an array of programs and services that reflect the diversity of U-M's instructional community and advance equity in the teaching and learning environment, including new instructor orientations, workshops, multi-session learning communities, and asynchronous courses; 1:1 consultations and student feedback sessions; collaborations with academic units on course and curriculum (re)design, program evaluation, and institutional accreditation.
- **Action item:** To provide an array of print and digital resources that reflect the diversity of instructor and student backgrounds and identities; and support instructors' integration of evidence-based, equity-focused teaching practices.
- **Action item:** To provide mechanisms for gathering data that can promote reflection among instructors and academic units to address any structural inequities and create learning environments in which all students can learn and succeed.
- **Action item:** To review and revise as needed CRLT's programs, services, and resources for accessibility with particular attention to the new Standard Practice Guide on Electronic and Information Technology Accessibility (SPG 601.20).

Constituencies: Academic leaders, instructors, academic units

Metrics:

- **Strategic Objective 1:** To provide robust campus-wide and discipline-specific programming for individual instructors and academic units on a range of topics related to creating inclusive & equitable teaching and learning environments.
 - Track number of programs offered to support equity-focused teaching and learning.
 - Analyze CRLT program evaluation data for equity-focused teaching programs and services to gauge participation and impact on participants.
 - Track and document the data collection mechanisms used to promote equity in classrooms, courses, and curricula and their impact.
 - Document accessibility revisions to resources and programs.

Primary DEI Goal: *Equity*

Goal-related Metrics – CRLT Measures Tracked Over Time

University-wide Metrics

The following metrics are being tracked to inform our unit's DEI 2.0 Plan development; however, the actual numbers associated with these metrics are not listed in this document. These metrics include demographic composition staff and climate survey indicators. These indicators were included in the 2021 climate surveys and will again be assessed at the conclusion of DEI 2.0.

Staff

Demographic Composition:

- Headcount
- Race/ethnicity
- Sex
- Age (Generation cohort)

Climate Survey Indicators (sample indicators listed below):

- 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
- 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

CRLT Metrics:

As described in the metrics of success sections above, the following are goal-related metrics to be tracked over time for all relevant constituencies for our unit.

People

- Implement annual hiring training & how many people have gone through the training
- Track how many searches have used the racial equity in hiring guidance (includes the guide/website created for fall 2023) since fall 2021.
- Analyze U-M HR provided new staff demographics (e.g., age, generation, sex, ethnic group, citizenship, FTE, years in service and assess makeup of applicant pools) and available applicant pool demographics (e.g., gender, minority status, ability, veteran status) since fall 2021 for equity gaps, in accordance with federal contractor requirements.

Process

- Track number of programs offered to support institutional climate
- Analyze program evaluation data for collaborations with CRLT Players & ECRT's PEAR department to gauge participation and impact on units.
- Analyze program evaluation data for collaborations with LSA lecture IV support to gauge participation and impact on participants.
- Analyze the percentage of staff who participated in the full-staff knowledge and skill development around important and emerging issues related to DEIJ.
- Distribute a completed document that focuses on contributing to a positive working environment, which includes U-M pathways for conflict resolution
- Develop and analyze results from a brief baseline survey that draws from the university-wide climate survey and our internal work from DEI 1.0.

Products

- Track number of programs offered to support equity-focused teaching and learning.
- Analyze CRLT program evaluation data for equity-focused teaching programs and services to gauge participation and impact on participants.
- Track and document the data collection mechanisms used to promote equity in classrooms, courses, and curricula and their impact.
- Document accessibility revisions to resources and programs.

Action Planning Tables with Details and Accountabilities

Fill in the tables with additional details about actions, including deliverables and assignments.

PEOPLE (Recruitment, Retention & Development)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
CRLT Staff	To review, revise, and implement policies, practices, and procedures related to the lived experience and career trajectory of a CRLT employee (recruitment , hiring, onboarding, mentoring, promotion, and career advancement) in order to support and retain CRLT’s staff, and recruit and	<ul style="list-style-type: none"> ● Implement annual training & track how many people have gone through the training ● Track how many searches have used the racial equity in hiring guidance ● Analyze U-M HR provided new staff and applicant pool demographics since fall 	<ul style="list-style-type: none"> ●To complete the Racial Equity in Hiring (REH) handbook, the resource guide and externally facing website; continue using the REH recommendations regularly in searches; and finalize processes to review it annually with all staff. (SLT) ●To begin reviewing the next stage of the life-cycle of a CRLT employee – onboarding/mentoring processes – to develop and standardize equitable practices across all CRLT areas (cross-area working group) 	<p>SLT</p> <p>Cross-Area working group</p>

	retain a diverse workforce	2021 for equity gaps, in accordance with federal contractor requirements		
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PROCESS (*Promoting & Equitable & Inclusive Community*)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Academic leaders, instructors, academic units	To advance equity in academic units and the wider university, with a particular focus on faculty work-life and departmental/institutional climate	<ul style="list-style-type: none"> •Track number of programs offered to support institutional climate •Analyze program evaluation data for collaborations with CRLT Players & ECRT’s PEAR department to gauge participation and impact on units •Analyze program evaluation data for collaborations with LSA lecture IV support to gauge 	<ul style="list-style-type: none"> •To provide CRLT Players sessions as part of ongoing institutionalized school/college efforts to ensure equitable approaches to Tenure and Promotion processes (Players) •To provide programs for academic leaders on creating equitable climates in their departments, schools, or colleges, institutionalized through the Provost’s Campus Leadership Program (SLT) •To maintain and advance the collaboration between the CRLT Players and Equity, Civil Rights and Title IX Office’s Prevention Education, Assistance, and Resources department on ways to institutionalize programming to create climates resistant to sexual harassment (Players) •To develop programming in collaboration with LSA to support Lec IVs with 	Players, SLT, EDAS

		<p>participation and impact on participants</p>	<p>supervisory responsibilities (EDAS)</p> <ul style="list-style-type: none"> •To explore opportunities to make the CRLT Players session <i>How Do We Begin: A Historical Reckoning with Anti-Black Racism</i> at U-M more widely available for the university community (Players) 	
CRLT Staff	To advance a positive work climate at CRLT	<ul style="list-style-type: none"> • Analyze the percentage of staff who participated in the full-staff knowledge and skill development around important and emerging issues related to DEIJ • Distribute a completed document that focuses on contributing to a positive work environment (including U-M pathways for conflict resolution) • Develop and analyze results from a brief baseline survey that draws from the university-wide climate survey and our 	<ul style="list-style-type: none"> • To collaboratively across staff create, implement, and socialize mechanisms to promote a positive climate; increase transparency and information flow; and address climate concerns and their resolution (e.g., regular, low-stakes structured feedback conversations between leadership and staff, Executive Director one-on-ones) • To revise a document that focuses on contributing to a positive working environment, which includes U-M pathways for conflict resolution • To Institutionalize full-staff knowledge and skill development around important and emerging issues related to Diversity, Equity, Inclusion, and Justice (e.g. disability justice, racial equity in the academy, etc.) facilitated by the work of the All-Staff DEIJ PD team. 	SLT, O&E, EDAS, CRLT-Engin, FCI, Players

		internal work from DEI 1.0		
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PRODUCTS (*Education, Scholarship & Service*)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Academic leaders, instructors, academic units	To provide robust campus-wide and discipline-specific programming for individual instructors and academic units on a range of topics related to creating inclusive & equitable teaching and learning environments	<ul style="list-style-type: none"> •Track number of programs offered •Analyze CRLT program evaluation data •Track and document the data collection mechanisms •Document accessibility revisions to resources and programs 	<ul style="list-style-type: none"> •To provide an array of programs and services that reflect the diversity of UM’s instructional community and advance equity in the teaching and learning environment (all) •To provide an array of print and digital resources that reflect the diversity of instructor and student backgrounds and identities and support instructors’ integration of evidence-based, equity-focused teaching practices (all) •To provide mechanisms for gathering data that can promote reflection among instructors and academic units to address any structural inequities and create learning environments in which all students can learn and succeed •To review and revise as needed CRLT’s programs, services, and resources for accessibility with particular attention to the new Standard Practice Guide on Electronic and Information Technology Accessibility (SPG 601.20) (all) 	<ul style="list-style-type: none"> •O&E, EDAS, CRLT-Engin, FCI, Players

Plans for Supporting, Tracking and Updating the Strategic Plan

CRLT's DEI Implementations Leads (Bean, Genetin, & Pinder-Grover) are the key contacts for the stewardship of the plan. They will be assisted by CRLT's Executive Director (Kaplan) in tracking and supporting the plan implementation. The DEI Leads will conduct check-in meetings in the winter term with each of CRLT's areas to gauge progress on the plan's goals and objectives, and gather feedback and additional ideas to be implemented throughout the year and in the future. After these check-ins, the DEI leads will meet with CRLT's Senior Leadership Team to provide a status report on progress and a final evaluation of metrics and accomplishments, as well as recommendations for future work.