

UPDATED OCTOBER 4, 2024

# Center for Research on Learning and Teaching (CRLT)

Diversity, Equity and Inclusion Strategic Plan | FY 2025

## Strategic Plan Overview

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### **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 workspace. We commit to acknowledging any barriers and inequities that may exist for staff, working to resolve issues that arise, 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.*

## **Implementation Highlights and Planning Process Used**

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### **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

### **Implementation Highlights and Planning Process Summary:**

**There are three significant unit highlights for year 1 that we'd like to feature:**

- **Wide availability of How Do We Begin to U-M community:** The CRLT Players secured funding from ODEI and NCID's Anti-Racism Collaborative to turn their virtual session How Do We Begin: A Historical Reckoning with Anti-Black Racism into a film that can be used more widely on campus to engage the community. They also secured funding from the Inclusive History Project to run a pilot leadership retreat using the material to engage academic leaders on campus in anti-racist leadership practice.
- **Institutionalizing DEI PD Team at CRLT:** CRLT has institutionalized their Diversity, Equity, Inclusion, and Justice Professional Development Team that provides professional development for all staff members at CRLT around DEIJ-related topics. A subset of staff meet throughout the year to plan the development opportunities (which include reading/podcast groups, panels, and events) and then institute that programming with every staff member at CRLT.
- **Strengthening and Integrating Equity-focused Teaching Center Wide:** CRLT has been working toward integrating inclusive/equity-focused teaching across all of our programs and services. This includes development of programs focused on these topics as well as the embedding of elements of inclusive/equity-focused teaching into existing programs.

To create our DEI 2.0 strategic plan for year 2, our DEI implementation leads (Bean, Genetin & Pinder-Grover) and CRLT's executive director (Kaplan) leveraged our structure from the year 1 planning and implementation process. The leads met with the Senior Leadership Team to discuss the process for gathering feedback on year 1 progress and the brainstorming of action items for year 2. The team decided to keep the strategic objectives unchanged from year 1 to year 2. 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 progress-to-date for year 1 and gather their input on "Product"-level action items (action items for "Process" and "People" were already drafted in collaboration with SLT). The DEI implementation leads synthesized this feedback to finalize the DEI 2.0 strategic plan.

## Data and Analysis: Key Findings

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### Summary of Data:

For year 2, we used a variety of data sources in developing our plan. We 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; as well as 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”) and around innovative teaching and learning in a wide range of programs across all of CRLT’s areas (reflected in “Products,” below).

### Key Findings, Themes and Recommendations:

CRLT is committed to DEI work at internal and external levels, and is in the process of institutionalizing those commitments in our work. We have made progress in both of those areas, by institutionalizing our internal DEI professional development program and by embedding Equity-focused Teaching across a wide range of external CRLT offerings. We will continue to integrate our DEI values in both of these areas, while being mindful of our capacity to meet the needs of the U-M community in DEI 2.0.

## Strategic Objectives, Measures of Success and Action Plans\*

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### Introduction:

The Center for Research on Learning & Teaching plan addresses the needs of staff, instructors (i.e., 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)

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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.

## **STAFF**

**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.

**Constituencies:** *Staff*

### **Metrics:**

- Percentage of staff who have received the REH handbook.
- Percentage of staff who have completed training sessions on the REH handbook.
- Percentage of hiring searches using REH recommendations.
- Number and percentage of candidates from various demographic groups interviewed and hired.
- Qualitative feedback on the utility and impact of REH recommendations in hiring processes.

### **Actions:**

- **Action item:** To implement the Racial Equity in Hiring (REH) handbook, the resource guide, and maintain the externally facing website; continue using the REH recommendations regularly in searches; and implement 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.
- **Action item:** To gather input on an in-development policy on pay differentials (i.e., bonuses and administrative differentials) and build upon the review of project staff salaries, re-engage with the review of consultant salaries.

**Primary DEI Goal:** *Diversity*

## **PROCESS (Create an Equitable and Inclusive Campus Climate)**

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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.**

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

**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.**

**Metrics:**

- Number of programs offered to support institutional climate.
- Program evaluation data (quantitative and qualitative) for the new Canvas Course on promoting student mental health and well-being.
- Program evaluation data (quantitative and qualitative) for collaborations with the LSA Departmental Action Teams for Equitable Teaching (DATET) program.

**Actions:**

- **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 implement programming in collaboration with LSA to establish Departmental Action Teams for Equitable Teaching (DATET).
- **Action item: Translate equity work into Vice Provost for Undergraduate Education's language of validation advising, and early momentum and student mental health.**

**Primary DEI Goal:** *Equity*

**STAFF**

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

**Constituencies:** *Staff*

**Metrics:**

- Percentage of staff who participated in the full-staff knowledge and skill development around important and emerging issues related to DEIJ.
- Percentage of staff who have received a document on a positive working environment, which includes U-M pathways for conflict resolution.
- Percentage of staff who provided feedback on the document on a positive working environment, which includes U-M pathways for conflict resolution.
- Staff feedback on CRLT internal practices and policies.

**Actions:**

- Action Item: To gather feedback on CRLT practices and policies designed to promote a positive climate, transparency, and community (e.g., regular and low-stakes structured feedback conversations between leadership and staff, executive director one-on-one conversations with all staff, weekly check-in emails from executive director, weekly shout-outs, weekly sharing of SLT agenda by chief of staff, staff coaching provided by the chief of staff, document on advancing a positive work climate, document on setting expectations for collaboration, cross-area brown bag lunches, all-staff meeting rotations by area). The goal is to learn which approaches have been effective, and what should be revised, added, or discontinued.
- **Action Item:** To socialize/implement 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., mental health and well-being, disability justice, racial equity in the academy, etc.) facilitated by the work of the All-Staff DEIJ PD team.

**Primary DEI Goal:** *Inclusion*

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

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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.

### FACULTY

**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.**

#### **Metrics:**

- Number of programs offered to support equity-focused teaching and learning.
- Program evaluation data (quantitative and qualitative) for equity-focused teaching programs and services.
- Number of resources and programs revised to address accessibility.

#### **Actions:**

- **Action item:** To institutionalize Equity-focused Teaching (EFT) within CRLT by deepening the EFT focus in existing programs and services, and developing new EFT programs and services aligned with evolving campus needs and the shifting landscape of higher education.
- **Action item:** To collaborate with academic units and central administration on programs and services that promote student success, advance instructor skill in enacting EFT principles, and revise curricula to promote DEI.
- **Action item:** To sustain the review and revision for accessibility of CRLT's programs, services,

and resources with particular attention to the new Standard Practice Guide on Electronic and Information Technology Accessibility (SPG 601.20).

**Primary DEI Goal:** Equity

## **Goal-related Metrics – [School, College or Unit] Measures Tracked Over Time**

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### **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

- Percentage of staff who have received the REH handbook.
- Percentage of staff who have completed training sessions on the REH handbook.
- Percentage of hiring searches using REH recommendations.
- Number and percentage of candidates from various demographic groups interviewed and hired.



- Qualitative feedback on the utility and impact of REH recommendations in hiring processes.

Process

- Number of programs offered to support institutional climate.
- Program evaluation data (quantitative and qualitative) for the new Canvas Course on promoting student mental health and well-being.
- Program evaluation data (quantitative and qualitative) for collaborations with the LSA Departmental Action Teams for Equitable Teaching (DATET) program.
- Percentage of staff who participated in the full-staff knowledge and skill development around important and emerging issues related to DEIJ.
- Percentage of staff who have received a document on positive working environment, which includes U-M pathways for conflict resolution.
- Percentage of staff who provided feedback on the document on positive working environment, which includes U-M pathways for conflict resolution.
- Staff feedback on CRLT internal practices and policies.

Products

- Number of programs offered to support equity-focused teaching and learning.
- Program evaluation data (quantitative and qualitative) for equity-focused teaching programs and services.
- Number of resources and programs revised to address accessibility.

## 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	<ul style="list-style-type: none"> <li>● Percentage of staff who have received the REH handbook.</li> <li>● Percentage of staff who have completed training sessions on the REH handbook.</li> <li>● Percentage of hiring searches using REH recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>● To implement the Racial Equity in Hiring (REH) handbook, the resource guide, and maintain the externally facing website; continue using the REH recommendations regularly in searches; and implement processes to</li> </ul>	SLT

	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.	<ul style="list-style-type: none"> <li>• Number and percentage of candidates from various demographic groups interviewed and hired.</li> <li>• Qualitative feedback on the utility and impact of REH recommendations in hiring processes.</li> </ul>	<p>review it annually with all staff.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• To gather input on an in-development policy on pay differentials (i.e., bonuses and administrative differentials) and build upon the review of project staff salaries, re-engage with the review of consultant salaries.</li> </ul>	
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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,	<ul style="list-style-type: none"> <li>• Number of programs offered to support institutional climate.</li> <li>• Program evaluation data (quantitative and qualitative) for</li> </ul>	<ul style="list-style-type: none"> <li>• To provide programs for academic leaders on creating equitable climates in their departments, schools, or colleges, institutionalized through the Provost's Campus</li> </ul>	SLT, EDAS

	with a particular focus on faculty work-life and departmental/institutional climate.	<p>the new Canvas Course on promoting student mental health and well-being.</p> <ul style="list-style-type: none"> <li>● Program evaluation data (quantitative and qualitative) for collaborations with the LSA Departmental Action Teams for Equitable Teaching (DATET) program.</li> </ul>	<p>Leadership Program.</p> <ul style="list-style-type: none"> <li>● To implement programming in collaboration with LSA to establish Departmental Action Teams for Equitable Teaching (DATET).</li> <li>● Translate equity work into Vice Provost for Undergraduate Education's language of validation advising, and early momentum and student mental health.</li> </ul>	
CRLT Staff	To advance a positive work climate at CRLT.	<ul style="list-style-type: none"> <li>● Percentage of staff who participated in the full-staff knowledge and skill development around important and emerging issues related to DEIJ.</li> <li>● Percentage of staff who have received a document on a positive working environment, which includes U-M pathways for conflict resolution.</li> <li>● Percentage of staff who provided feedback on the document on positive working environment, which includes U-M pathways for conflict resolution.</li> <li>● Staff feedback on CRLT internal practices and</li> </ul>	<ul style="list-style-type: none"> <li>● To gather feedback on CRLT practices and policies designed to promote a positive climate, transparency, and community (e.g., regular and low-stakes structured feedback conversations between leadership and staff, executive director one-on-one conversations with all staff, weekly check-in emails from executive director, weekly shout outs, weekly sharing of SLT agenda by chief of staff, staff coaching provided by the chief of staff, document on advancing a positive work climate, document on setting expectations for collaboration, cross-area brown bag lunches, all-staff meeting rotations by area). The goal is to learn which approaches have been</li> </ul>	SLT, O&E, EDAS, CRLT-Engin, FCI, Players

		policies.	<p>effective, what should be revised, added, or discontinued.</p> <ul style="list-style-type: none"> <li>● To socialize/implement a document that focuses on contributing to a positive working environment, which includes a pathway for conflict resolution.</li> <li>● To institutionalize full-staff knowledge and skill development around important and emerging issues related to Diversity, Equity, Inclusion, and Justice (e.g. mental health and well-being, disability justice, racial equity in the academy, etc.) facilitated by the work of the All-Staff DEIJ PD team.</li> </ul>	
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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	<ul style="list-style-type: none"> <li>● Number of programs offered to support equity-focused teaching and learning.</li> <li>● Program evaluation data (quantitative and qualitative) for</li> </ul>	<ul style="list-style-type: none"> <li>● To institutionalize Equity-focused Teaching (Eft) within CRLT by deepening the Eft focus in existing programs and services, and developing new Eft programs and services aligned with evolving campus needs and the shifting landscape of higher education.</li> <li>● To collaborate with academic units and central administration on programs and services that promote student success,</li> </ul>	O&E, EDAS, CRLT-Engineering, FCI, Players

	range of topics related to creating inclusive & equitable teaching and learning environments.	<p>equity-focused teaching programs and services.</p> <ul style="list-style-type: none"> <li>• Number of resources and programs revised to address accessibility.</li> </ul>	<p>advance instructor skill in enacting EFT principles, and revise curricula to promote DEI.</p> <ul style="list-style-type: none"> <li>• To sustain the review and revision for accessibility of CRLT's programs, services, and resources with particular attention to the new Standard Practice Guide on Electronic and Information Technology Accessibility (SPG 601.20).</li> </ul>	
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**Plans for Supporting, Tracking and Updating the Strategic Plan**

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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.