

DEI 1.0 STRATEGIC PLAN HIGHLIGHTS

FALL 2022

Overview

During the five years of the Diversity, Equity, & Inclusion (DEI) 1.0 Strategic Plan (2016 - 2021) and beyond, CRLT pursued its mission through a growing roster of campuswide and unit-level programs focused on DEI. We also worked to develop unified understandings and applications of these concepts amongst CRLT staff. Among key accomplishments, CRLT:

- Offered 135+ DEI-focused seminars in its fall and winter seminar series, and through the Inclusive Teaching @ Michigan Series/Equity-Focused Teaching @ Michigan series
- Delivered 240+ customized workshops to departments across campus
- Delivered 185+ CRLT Players session topics that included promoting a climate resistant to sexual harassment
- Facilitated programs for 210+ instructors teaching LSA Race & Ethnicity courses
- Presented modules on inclusive teaching to 6,200+ Graduate Student Instructors (GSIs) and undergraduate instructional aides
- Provided 40 programs on anti-racist pedagogy for 12 schools/colleges during Year Five
- Developed and presented new CRLT Players sessions on institutional/departmental climate issues faced by minoritized students and the history of racial inequality at U-M
- Created a CRLT Players video, titled “Act for Equity,” which was shown at instructor orientations and workshops
- Developed and applied practices to promote racial-equity in hiring to 23 searches (for permanent and temporary staff) within 2 years. This result-

ed in candidates reporting their appreciation for our transparent hiring practices and their ability to demonstrate their potential through authentic tasks tailored to their position

- Institutionalized an expectation that all staff devote professional development time annually to increasing their DEI capacities.

U-M Campus Community

CRLT works to advance a culture of teaching for equity and justice that is relevant and impactful across our diverse campus community of teachers and learners. Systemic inequities (such as racism, sexism, ableism, wealth inequality, homophobia, xenophobia, etc.) affect teaching and learning spaces to the benefit of some students and the detriment of others. Making deliberate choices in areas such as course design and class facilitation can work to disrupt the impact of systemic inequities in the classroom. By sharing evidence-based practices, CRLT supports instructors in the creation of equitable and inclusive cultures and climates in their classrooms, studios, and labs. This includes fostering a sense of academic belonging among all students, clearly communicating norms and expectations, and employing equitable assessment practices.

Center-Wide efforts

Each area within CRLT has created signature programs designed to enable instructors to incorporate an equity focus into their course design and classroom practices, which is a key component of CRLT's central action item for the DEI strategic plan. These initiatives center justice and the need to address structural inequities in explicit ways, especially through our shift from inclusive teaching to equity-focused teaching.

- Created modules on equity-focused teaching as part of our campuswide and engineering-specific GSI/IA teaching orientations impacting 2,244 GSIs & undergraduate instructional aides in year 5 alone; this effort laid the path for the integration of equity-focused teaching as a central part of New Faculty Orientation in August 2022
- Experimented with the capacities



What I probably love most about CRLT inclusive teaching workshops is that we come away with concrete strategies to try.



of video and Zoom to bring CRLT Players' sketches and embodied case studies to life for virtual audiences in a range of formats: for example, *Act for Equity* adapted the Players' successful in-person sketch, *Welcome to Teaching*, to a 20-minute video format, with a focus on the impact of the pandemic and renewed calls for racial equity

- Established the Inclusive Teaching at Michigan (IT@M) May Series [now called the Equity-focused Teaching at Michigan (ET@M) May Series], providing interactive workshops with instructors from across the university to think through a range of equity-focused teaching questions, challenges, and strategies
- Integrated DEI resources throughout CRLT's teaching academy programs, which served new faculty in 10 schools and colleges

Additional Area Highlights:

EDAS

The Educational and Assessment Services (EDAS) at CRLT continually work to support equity in teaching and learning on campus. Examples include developing a new equity-focused teaching definition, leading an equity-focused teaching learning community for lecturers, and facilitating programs focused on anti-racist pedagogy.

- Implemented a six month professional development program in inclusive teaching and course design for lecturers, in collaboration with the Lecturers' Employee Organization and the Office of Diversity, Equity, and Inclusion
- Offered a total of 40 programs on anti-racist pedagogy to instructors in 12 schools and colleges (including the libraries and 9 departments/units in LSA), the Liaisons for Inclusive Teaching, and the Associate Deans Group in Year 5 alone
- Created a [short video](#) used to kick-off

**CRLT OFFERED
135+ DEI-FOCUSED
SEMINARS IN ITS
FALL AND WINTER
SEMINAR SERIES**



ET@M 2021. The video highlights the work of select U-M faculty who share their understanding of, practices for, and commitment to teaching for equity

FCI

The Foundational Course Initiative (FCI) involves multi-year collaborations between CRLT staff and course teams from the department to redesign these large, introductory courses. A key goal of the FCI is to reverse the effects of biases, risks of marginalization, and grade disparities:

- Worked with over 31 courses to date that together enroll almost half the UM undergraduate population.
- Generated Course Equity Reports to provide a more detailed overview of outcome disparities between identity groups in large foundational courses and help faculty understand who their students are and where they are in their educational trajectories. These reports are now being made available to courses beyond FCI through the work of a campus-wide Assessment Toolkit Initiative that includes representatives from CRLT, CAI, CEW+, NCID, Enrollment Management, and faculty in LSA.
- Examples of changes instructors make range from the micro level - making assessments more equitable by redesigning multiple choice exams to focus on higher-order thinking skills rather than recall - to significant downstream effects - changing the way faculty in the initiative approach their other courses and jump-starting conversations about equitable pedagogy in the wider department, school, or college

CRLT Players

In addition to the work listed above, the CRLT Players have developed two successful programs as part of the university's efforts on the topic of sexual harassment:

- Creation of a three-part curricular series, *Moving the Needle on Sexual Harassment*, that challenges participants to expand their understanding of what sexual harassment is, how it impacts individuals and communities, and what they might do to alter

the permissive status quo of institutional spaces; these three facilitated sessions include embodied case studies

- Creation of a program for leadership teams on creating climates resistant to sexual harassment; the program was originally offered as a day-long, in-person retreat that included overviews of the research, embodied theatrical case studies, and time for design thinking exercises to develop departmental plans for next steps. In the wake of the pandemic, the Players created an asynchronous Canvas course for leadership teams that included the research overview and embodied case studies. Synchronous follow-up discussions offered planning opportunities for academic leadership teams to discuss

CRLT SUPPORTS INSTRUCTORS IN THE CREATION OF EQUITABLE AND INCLUSIVE CULTURES AND CLIMATES

specific steps they can take to create climates more resistant to harassment. Over 800 members of academic leadership teams from 16 schools and colleges have attended.

CRLT-Engin

Over several years, CRLT-Engin has been a key contributor to enacting the College of Engineering's (CoE) vision of equity-centered engineering.

- CRLT-Engin developed and facilitated faculty learning communities, where instructors meet over the course of semester to engage in meaningful conversations and deep reflection about DEI pedagogical frameworks, underlying theories, activities, and intended outcomes. The Teaching Circles provide instructors with the opportunity to review their course syllabi, assignments, and/or assessments and work with consultants to implement changes to their courses based on what they've learned.
- CRLT-Engin staff were integral to three of the CoE's DEI cultural shift committees (i.e., undergraduate, faculty and by-stander intervention community teams). These efforts lay the foundation for creating structural improvements within the Col-

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I appreciated our discussion of risk, discomfort, and the different ways that 'conflict' or 'resistance' can manifest.
”



lege that support the principles of equity-centered engineering.

- Created a repository of teaching strategies relevant to the STEM context, by launching a website focusing on CRLT's equity-focused principles of transparency, academic belonging, structured interactions, critical engagement of difference, and flexibility
- Contributed to the team that applied for and received a \$1.2 million NSF grant focused on the creation of a Teaching Engineering Equity (TEE) Center

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I like how a shared reading allows a different kind of conversation with my colleagues.
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CRLT Community

Within CRLT, we are focused on building a vibrant, inclusive work climate that facilitates productive collegial relationships across differences in backgrounds, identities, experiences, and professional roles and goals.

All Staff Professional Development

- Established a staff committee composed of members representing all areas within CRLT, who were charged with identifying professional development opportunities that would be relevant for all staff.
- Engaged all staff in sessions led by [Spectrum Center \(Allyhood training\)](#), [Eliminating Racism and Creating/Celebrity Equity \(ERACCE\)](#) ([Introduction to Systemic Racism](#)), and some staff participated in [Racial Equity Institute \(REI\)](#) training
- Received a grant to engage all staff in a series of reading groups and activities around books. Staff chose 1 of 3 books to read that highlight different aspects of race, racial (in)equity, and racial justice in higher education. Books included: [From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education](#) by Tia Brown McNair, Estela Mara Bensimon, and Lindsay Malcom-Piqueux (2020); [Undermining Racial Justice: How One University Embraced Inclusion and Inequality](#) by Matthew Johnson (2020); and [White Rage: The Unspoken Truth of Our Racial Divide](#) by Carol Anderson (2017). Activities also included a panel dialogue with 5 U-M faculty and staff whose scholarship is on the drivers and impacts of structural racism, and a dialogue with

staff colleagues to identify strategies for integrating learned lessons into CRLT's program areas

- Expanded prior learnings together through one of three different tracks of engagement: exploration through reading, exploration through events, application through projects

Racial Equity in Hiring

CRLT began working toward racial equity with a review of patterns and trends in Center recruitment, hiring, retention, and promotion over time.

- Hired an external consultant to review our recruitment and hiring practices and provide a report
- Commissioned two workgroups composed of staff from across areas who made recommendations to improve our hiring processes by centering approaches that align with racial equity and are in accordance with legal parameters and expectations
- Operationalized recommendations through CRLT's senior leadership team's development of policies and procedures

Policies and Guidelines

- Instituted an expectation that all staff report their engagement in DEI-related work and professional development
- Developed and dispersed guidance on responding to negative climate incidents
- Created a promotion ladder for consultants and events staff

**WITHIN CRLT, WE
ARE FOCUSED
ON BUILDING
A VIBRANT,
INCLUSIVE WORK
CLIMATE**

