



IUPUI

CENTER FOR TEACHING AND LEARNING

Diversity Strategic Plan 2021-2024: July 13, 2021

Developed by the CTL Diversity Strategic Plan Development and Implementation Team:

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[An Overview of the CTL's Context and Plan to Frame the Importance of DEI to the CTL](#)

The Center for Teaching and Learning (CTL) advances excellence in teaching practices and professional growth among all members of the campus teaching community to enhance student learning and success.

The CTL goals are to

- 1) promote evidence-based practices in teaching and learning;
- 2) encourage professional growth in teaching for faculty of all appointment types, graduate students, and postdoctoral fellows;
- 3) advance innovation and experimentation in teaching and learning;
- 4) empower engagement in scholarly teaching and the scholarship of teaching and learning; and
- 5) foster inclusion and equity in teaching and learning.

We strive to accomplish goal 5 by offering programming and support for creating inclusive and equitable learning environments and course design through events, webinars, programs, services, consultations, and resources. We extend our reach by partnering with other campus units to provide DEI programming and support.

Historically and currently, the CTL has a DEI-focused instructional consultant position with a central responsibility of identifying, disseminating, and promoting best practices related to

inclusive excellence in teaching and learning. Additionally, all CTL personnel are encouraged to contribute to goal 5 by using a DEI lens to guide their work.

The CTL, mirroring educational development as a field, has increased its commitment to addressing DEI-related issues in teaching and learning and professional development in recent years. We are actively working to further develop our expertise as a unit, strengthen our DEI professional development offerings, and broaden and deepen DEI conversations and engagement on our campus.

[A Description of the Process by Which This Diversity Strategic Plan Was Developed](#)

The members of the CTL Diversity Strategic Plan Development and Implementation Team, which we will refer to as the CTL Planning Team, were selected by the CTL leadership, Terri Tarr, Randy Newbrough, and Anusha S. Rao. We used IUPUI's Division of Diversity, Equity, and Inclusion's *Criteria Considered when Building CTL Diversity Plan Development and Implementation Team* document to identify prospective members of the team. Each team member rated their fit with the criteria delineated in the document.

To begin our planning process, all CTL personnel were asked to complete the CTL DEI Self-Assessment Survey which was adapted from the Division of DEI's *School/Unit Self-Assessment Survey*, which was adapted from Chun and Evans' (2014) *Chair Diversity Self-Assessment Profile*. The survey consisted of six areas related to the four indicators of Smith's Diversity Framework. Each area had multiple dimensions. The CTL Planning Team reviewed the survey results and identified themes for each of the dimensions on the survey. The team shared the themes with all CTL personnel and created small groups with diverse representation of appointment types. The small groups engaged in structured discussions with specific prompts to brainstorm barriers, opportunities, and priorities to inform the creation of the CTL DEI goals.

The CTL Planning Team used the ideas generated by the discussions to draft goals, strategies, and metrics for three of the four indicators of the Smith's Diversity Framework. The fourth indicator, Access and Success, is focused on students. We do not work with students in the way that schools do in terms of matriculating and retaining students in academic programs. The CTL works towards student access and success indirectly through faculty professional development in teaching and learning. We provide professional development opportunities that prepare graduate students for instructional roles at IUPUI and beyond. Therefore, the fourth indicator is not as directly related to CTL work as the other three indicators, and we have not included it in our plan. The team shared the initial draft of the goals and strategies with the entire unit and solicited feedback, which was then used to refine the plan. The team then developed metrics for each of the goals.

Next, the team solicited feedback from faculty and staff members from other campus units and schools, including CTL Faculty Liaisons, Forum Council members, UITS partners, Academic Affairs, the 2016 Faculty Development and Center for Teaching and Learning Task Force members, and faculty who have worked closely with the CTL and on their school/unit's DEI Strategic Plans. We asked them to review the plan and respond to the following questions:

1. Based on your interactions and work with CTL, do you feel that the goals, strategies, metrics, and timelines are appropriate and clear? What changes or additions or deletions might you suggest?
2. How well do you feel the plan captures the essential elements needed to ensure that the CTL can effectively practice and promote diversity, equity, and inclusion in our work, climate, and its contributions to the campus broadly? What suggestions do you have to strengthen this plan?

The CTL Planning Team used their feedback to make significant improvements to our plan. We then identified responsible parties and created timelines for each strategy and shared the revised plan with all of CTL for a final review and feedback. We incorporated this feedback to create the final draft.

Notes:

1. In this document, IUPUI refers to IUPUI, IUPUC, and IU Fort Wayne.
2. The term “CTL leadership” refers to the director and two assistant directors.
3. The term “CTL consultants” refers to principal digital learning consultants, instructional consultants, and faculty fellows who serve in a consultant role.
4. The term “CTL personnel” refers to CTL faculty fellows and everyone who works full-time in CTL.
5. Many of our metrics will be documented in a CTL DEI Report that we will produce annually.

Diversity Indicator I: Building Capacity and Structure for Diversity

Goal #1: Encourage and support DEI-related professional development for CTL personnel.

Strategies:

1. Identify opportunities for ongoing DEI professional development and resources needed to support it (e.g., topics and materials for individual study, organized training from Indiana University Human Resources, the Division of Diversity, Equity, and Inclusion, and local and national conferences).
Responsible party: CTL leadership and DEI-focused consultant
Timeline: Ongoing
2. Create time and opportunities for individuals to plan and reflect on professional development.
Responsible party: CTL leadership
Timeline: Ongoing
3. Identify areas where CTL personnel need to develop expertise to determine relevant professional development opportunities.

Responsible party: CTL leadership and DEI-focused consultant

Timeline: Ongoing

4. Identify implicit bias, microaggressions, and/or antiracism training that would be helpful to improve CTL services and programs (e.g., meetings with faculty, language used in observation reports).

Responsible party: DEI-focused consultant and CTL leadership

Timeline: Ongoing

5. Incorporate discussions of DEI professional development activities into performance evaluations.

Responsible party: CTL personnel with supervisory roles

Timeline: Annually

Metric:

1. A CTL Personnel Engagement with DEI Professional Development section in the CTL DEI Report indicating:
 - a. percentage of CTL personnel who participated in DEI professional development annually, and
 - b. titles and number of activities participated in by CTL personnel, both individually and as a unit.

Goal #2: Develop policies and practices to recruit, hire, and retain diverse CTL personnel.

Strategies:

1. Work with the Office of Academic Affairs, Indiana University Human Resources, UITS Human Resources, and the Office of Student Employment to determine methods for maximizing opportunities to recruit and hire diverse faculty, staff, and student employees.

Responsible party: CTL leadership

Timeline: Ongoing

2. Seek professional development opportunities to learn more about recruiting, hiring, and welcoming colleagues from diverse backgrounds.

Responsible party: CTL leadership

Timeline: Ongoing

3. Articulate a shared description of what diverse representation would look like within the CTL, considering IUPUI faculty, staff, and student demographics and the educational development field broadly.

Responsible party: CTL personnel

Timeline: Summer 2022

4. Use the shared description of diverse representation from strategy 3, feedback from personnel, and evidence-based strategies from the literature to identify or develop policies, practices, and language that align with inclusive job searches, hiring decisions, and retention.

Responsible party: CTL leadership and DEI-focused consultant

Timeline: Beginning fall 2022

5. Proactively seek internal and external review of previous CTL job postings in terms of job title, requirements, and language. Revise postings as needed to ensure inclusivity for future job searches.

Responsible party: CTL leadership

Timeline: Spring 2022

6. Identify avenues for recruiting candidates from diverse backgrounds for all CTL positions.

Responsible party: CTL leadership

Timeline: Spring 2022

Metric:

1. A Recruitment, Hiring, and Retention section in the CTL DEI Report indicating changes in policies and practices and their impact on CTL recruitment, hiring, and retention.

Diversity Indicator II: CTL Curriculum and Scholarship

Goal #1: Identify gaps and strengths in and effectiveness of CTL DEI programming and resources to revise existing offerings and develop new ones.

Strategies:

1. Conduct an annual audit of CTL's programming and resources to identify depth and breadth of DEI topics addressed.

Responsible party: DEI audit team consisting of CTL leadership, selected consultants, and events and communications coordinator

Timeline: Annually, starting initially in fall 2021 and thereafter in early summer in conjunction with the CTL Annual Report beginning 2022

2. Deepen our expertise in DEI by reviewing literature, networking with stakeholders, and participating in relevant national and international organizations to identify gaps in CTL programming.

Responsible party: Consultants and CTL leadership

Timeline: Ongoing

3. Analyze webinar/event/program evaluation survey responses to determine participant perceptions of the breadth, depth, and effectiveness of CTL DEI programming.

Responsible party: Analysis team (composition TBD)

Timeline: Annually, starting initially in fall 2021 and thereafter in early summer in conjunction with the CTL Annual Report beginning 2022

Metric:

1. A Programming and Resources section in the CTL DEI Report indicating the strengths and gaps in the depth, breadth, and effectiveness of DEI programming and resources that we currently offer.

Goal #2: Revise and develop programming and resources based on the CTL DEI Programming and Resources section in the CTL DEI Report to improve the breadth, depth, and effectiveness of DEI topics addressed.

Strategies:

1. Hold annual planning meeting with CTL staff to review the CTL DEI Programming and Resources section in the CTL DEI Report in order to determine what gaps are opportunities for the CTL, what CTL DEI programming could be expanded or built upon, and to prioritize changes to programming and resources for the next year.

Responsible party: CTL leadership

Timeline: Annually, starting initially in spring 2022 and thereafter in early summer in conjunction with the CTL Annual Retreat beginning 2023

2. Work together with current and potential partners (e.g., other campus units, committees, faculty, and staff) to enhance our capacity to provide needed DEI programming and identify potential overlap and priorities with other programs.

Responsible party: CTL leadership

Timeline: Ongoing

3. Revise and create prioritized programming and resources including those that are DEI-specific and integrating DEI concepts into other existing programming and resources.

Responsible party: CTL leadership and personnel

Timeline: Ongoing

Metric:

1. List of CTL DEI programs and resources created or revised to address prioritized opportunities that were identified.

Goal #3: Develop a strategic communications plan to highlight CTL DEI related resources and programming.

Strategies:

1. Identify multiple communication outlets to highlight CTL DEI resources and programming.
 - a. Create a teaching-related DEI section in the CTL Happenings or a special edition of the CTL Happenings or CTL Faculty Liaisons Newsletter that concentrates on DEI resources.
 - b. Highlight CTL DEI resources and programming on the CTL Jumbotron and CTL social media accounts and share with other offices/units that can highlight on their Jumbotrons and social media accounts.
 - c. Ask CTL Faculty Liaisons to promote CTL DEI resources and programming.

Responsible party: Events and communications coordinator, webmaster, and CTL leadership

Timeline: Starting in fall 2021 and ongoing

2. Create short DEI presentations that could be given at departmental meetings (example topics include decolonizing the curriculum, How does inclusive teaching create better outcomes for all students?, ways to make relatively small changes to pedagogy that result in more inclusive classes).

Responsible party: DEI-focused consultant

Timeline: Starting in spring 2022 and ongoing

3. Identify ways to encourage faculty of all appointment types and graduate students with instructional roles to participate in DEI offerings (e.g., professional development funds, special focus DEI grants, documentation for dossiers)

Responsible party: CTL leadership

Timeline: Ongoing

4. Regularly review CTL website and newsletter analytics to inform our understanding of how users access resources and better ensure that they can find both current and new DEI resources.

Responsible party: CTL leadership and webmaster

Timeline: Ongoing

5. Review data on people accessing the DEI resources; attending webinars, workshops, and events; participating in DEI programming; and engaging in consultations on DEI topics.

- a. Review attendance and participation by identifiers such as school, gender, rank, race and ethnicity, etc.
- b. Update webinar/event/program/consultation surveys to incorporate relevant questions and language related to DEI. Review responses to determine participant's goals for attending CTL DEI programming.
- c. Create webinar/event/program/consultations follow-up survey and review responses to determine participant's changes in teaching practices and impact on their students' learning goals.

Responsible party: Analysis team

Timeline: Annually, starting initially in fall 2021 and thereafter in early summer in conjunction with the CTL Annual Report beginning 2022

Metrics:

1. The CTL DEI strategic communications plan which includes:
 - a. Evaluation of the effectiveness of our current communication efforts
 - b. List of communication outlets to highlight CTL DEI resources and programming
 - c. List of marketing strategies used to communicate about DEI offerings
2. Percentage change in the number of people accessing the DEI resources; attending webinars, workshops, and events; participating in DEI programming; and engaging in consultations on DEI topics.

Diversity Indicator III: Climate: Internal and External

Goal #1: Foster an inclusive and equitable climate within the CTL and a sense of belonging among CTL personnel.

Strategies:

1. Develop and administer an annual CTL DEI Self-Assessment Survey that includes relevant aspects of an inclusive and equitable climate and sense of belonging.
Responsible party: CTL leadership
Timeline: Annually in spring, starting in 2022
2. Create and uphold guidelines for inclusive meetings and developing diverse committees.
Responsible party: CTL leadership and personnel
Timeline: Fall 2021 and ongoing thereafter
3. Ensure active participation by everyone in CTL DEI work (e.g., regularly scheduled reflections at CTL staff meetings, retreats)
Responsible party: CTL leadership
Timeline: Ongoing
4. Ensure that CTL personnel of all appointment levels are treated equitably and that their contributions are welcomed and valued.
Responsible party: CTL leadership
Timeline: Ongoing

Metric:

1. An Internal CTL Climate section in the CTL DEI Report that summarizes the status of CTL climate, describes progress on any specific climate issues identified through the CTL DEI Self-Assessment Survey, and identifies next steps to address climate issues. The report will also include:

- a. CTL guidelines for inclusive meetings and their impact on internal meetings, and
- b. CTL guidelines for developing diverse committees and their impact on internal committee composition.

Goal #2: Create an inclusive, equitable, and welcoming CTL environment for members of all constituent groups.

Strategies:

1. Develop, communicate, and uphold the CTL DEI statement.
Responsible party: CTL leadership and personnel
Timeline: Fall 2021 and ongoing
2. Develop outreach strategies to connect with new, diverse colleagues.
Responsible party: CTL leadership and DEI-focused consultant
Timeline: Ongoing
3. Regularly capture feedback of CTL clients' perceptions of DEI in CTL offerings and interactions through event evaluations and consultation surveys.
Responsible party: CTL leadership and consultants
Timeline: Starting in spring 2022 and ongoing thereafter
4. Find ways to seek feedback from IUPUI instructors who are not current CTL clients about their perceptions of CTL and how welcoming and inclusive it is. Use the feedback to adjust programming, policies, and protocols.
Responsible party: CTL leadership and DEI-focused consultant
Timeline: Starting in spring 2022 and ongoing thereafter
5. Regularly review the number of people accessing CTL resources; attending webinars, workshops, and events; participating in CTL programming; and engaging in consultations. Review attendance and participation by identifiers such as school, gender, rank, race and ethnicity, etc.
Responsible party: Webmaster, events and communications coordinator, CTL leadership
Timeline: Starting early summer 2022 and annually thereafter in conjunction with the CTL Annual Report

Metric:

1. A CTL Constituent Climate section in the CTL DEI Report that includes
 - a. a description of how the CTL DEI Statement has been developed and used,

- b. results of modified CTL event and consultation evaluation surveys that include questions about participants' perceptions of the extent to which the CTL environment is welcoming and inclusive,
- c. feedback from IUPUI instructors who are not current CTL clients about their perceptions of the extent to which the CTL environment is welcoming and inclusive, and
- d. next steps to address feedback from all constituent groups.